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ABSTRACT

Concern for disruptive behavior in the classroom has been an ongoing issue at the local, state, and national level. This report describes a program for improving behavior and academic success through a caring classroom. The targeted population consisted of elementary students in growing rural and urban communities at three different elementary schools. Students demonstrated disruptive behavior that interfered with academic growth. Analysis of probable cause data revealed that students lacked adequate social skills. Students were adversely impacted by violence, racial tension, lack of moral clarity, dysfunctional families, and poverty. Three major areas of intervention were selected: (1) activities that address social skills and conflict resolution; (2) academic activities that improve thinking skills in reading and writing; and (3) classroom procedures that enhance a caring climate. Post intervention data indicated a decrease in disruptive behavior and an increase in academic success. Thirty-nine appendices account for 33% of the document and contain all materials used in intervention. Contains 36 references. (JBJ)

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IMPROVING BEHAVIOR AND ACADEMIC SUCCESS THROUGH A CARING CLASSROOM

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Abstract

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Date: July 21, 1995

Title: Improving Behavior and Academic Success Through a Caring Classroom

This report describes a program for improving behavior and academic success through a caring classroom. The targeted population consisted of elementary students in growing rural and urban communities in northern Illinois. The problem was documented through data revealing the number of students who demonstrated disruptive behavior that interfered with academic growth.

Analysis of probable cause data revealed that students lacked adequate social skills. Students were adversely impacted by violence, racial tension, lack of moral clarity, dysfunctional families, and poverty. Faculty input was sought regarding the degree to which physical aggression, racial tension, social skill deficits, parental involvement, and verbal put-downs affected learning in the classroom. Students' skills and attitudes regarding social interaction, reading, and writing was assessed.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major areas of intervention: a series of activities that address social skills and conflict resolution; a series of academic activities that improve thinking skills in reading and writing; and classroom procedures that enhance a caring climate.

Post intervention data indicated a decrease in disruptive behavior and an increase in academic success.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The targeted population of elementary students exhibit disruptive behavior that inhibits learning. Evidence of this problem includes student surveys, behavior referrals, anecdotal records, behavior checklists, and teacher assessments.

Overview of Communities

This research project is being conducted in two disparate communities. The first community is in a rural area, approximately ten miles west of the larger urban community. School A is located in this rural community. Schools B and C are located in the larger urban community.

The Surrounding Community-School A

The school district serves a small rural community of approximately 7,000 people. The district is divided into two villages, one smaller than the other. The smaller village is a middle class community housing the first consolidated high school in the area. It is now being used as a fourth and fifth grade building for the school district. The primary industry in both areas is farming. The majority of the district is 98 percent White. The mean price of a home is $69,750 as stated by the 1990 United States Census Report. There is one low-income apartment building in the district. The majority of the people have a high school diploma. The median household income is $36,544 (United States Census Report, 1990).

The main community has four Protestant churches, one grocery store, two banks, a gas station, body shop, car repair shop, two restaurants, post office, flower shop, chiropractic clinic, dental office, funeral home, three hair salons, and three of the district's schools. The other town, served by the school district, has one community church, a post office, and two family businesses. Both communities in the district are very close-knit and there is a great deal of support within each of the communities.

During the last two years, the community has been experiencing tremendous growth with several new subdivisions being built. This growth has caused a great increase in student enrollment, and change is occurring in the district. Because of this growth, the School Board has spent a large amount of time trying to restructure the school by centralizing the schools and adding additional classrooms. This restructuring would have closed the fourth and fifth grade school. A referendum was put on the April 4, 1995 ballot, but a majority of people voted against this restructuring. The district now faces some serious school growth problems due to the lost referendum. Because of the proposed changes, there was and still is a great deal of negative behavior occurring. Some of those opposed to the referendum have sent threatening letters to the board members along with abusive phone calls, name calling, and negative editorials to the local newspaper. This type of behavior has caused a great deal of animosity within the district. When the last referendum did not pass, a group of citizens formed the "Concerned Citizens For Quality Education", which provides monetary gifts to the district through donations from the community and fund raising events. This organization still continues to provide monies to the district when funds are not available.

Immediate Problem Context-School A

Ninety-seven percent of School A is White, with the remaining school population being, African-American, Mexican-American, and Asian/Pacific Islander. The student allotment per year is $3,914. The total number of students enrolled for the school year is 341. Ninety-six percent of the students are in attendance with no chronic truancy. The student mobility rate is at 6.4 percent. Six and one half percent of the students come from low-income families (State School Report Card, 1994).

The school has 21 teaching staff, which includes a counselor and one teacher's aide. Five of the teaching staff are male and all but one staff member is White. Four of the 21 have a master's degree or higher and two are in the process of completing this degree. The average number of years in the district is ten and the average salary is $32,000 (Seniority Report, 1995). The administrative staff consists of one principal and one secretary.

The school offers five core subjects plus physical education. The core subjects are math, science, social studies, literature composition, and language arts. Electives offered are band, chorus, industrial education, keyboarding, art, and woods. There are also learning disability (LD) classes at all levels. The school offers extra-curricular activities including the following: boy's and girl's basketball, co-ed soccer, track, wrestling, and several clubs. The school is in the process of restructuring the school program from a traditional junior high to a true middle school using the teaming approach. Sixth grade has nearly completed one full year as a team. The seventh grade will team beginning the 1995-96 school year, and the eighth grade will begin in the fall of 1996. The sixth grade team consists of four core teachers, one teacher certified to teach LD classes, and a teacher's aide for the LD classes. The team is hoping to add another core teacher for the fall of 1995, if funds are available. Because of the fast rate of growth the community is experiencing, the district expects class sizes to increase causing over-crowded conditions. The staff has seen more and more disruptive behavior as class size increases and new students enroll from other areas.

The Surrounding Community-Schools B and C

The community surrounding Schools B and C is a city of 139,000 (United States Census Report, 1990). This large urban district of 27,000 students is dealing with a federal lawsuit. Representatives from the African-American community have sued the district for discrimination against minority groups. The district has been found guilty of neglecting the lower income schools; these schools have been categorized as C-8 schools. These C-8 schools receive special funds to bring the schools up to code in materials, programs, and school equipment. Schools situated in middle to high socio-economic areas have historically had better supplies and facilities; this is due, in part, to the strong parental support and Parent/Teacher Organization fund raisers. Community support for the district is low due to the lawsuit and the exorbitant school property tax.

The lawsuit further cites that the schools designated C-8 have not been maintained as well as schools in more affluent areas of the district. It is important to note here that the C-8 schools are mainly schools that are in older areas of the city. Another issue has been the educational background of the teachers in the various schools. When the lawsuit was first introduced, the C-8 schools had fewer teachers with master's degrees than did the more affluent schools.

Both Schools B and C are located in older areas of the city and are considered C-8 schools. The schools are located inside the boundaries of the "Enterprise Community". This community makes up only 20 percent of the Rockford population, yet more than half of its economic and social problems come from this area. Interspersed in this community are neighborhoods both rich in tradition and crippled by crisis. School B is located west of the Rock River, a naturally occurring dividing line in the city. School C is located just east of this dividing line within easy walking distance of three bridges that cross the river. The river also divides the two school areas symbolically. Schools B and C face different challenges based on location alone.

Neighborhood Community-School B

Forty-five percent of the people living in this area are White. The White population consists of a sizable Mexican-American segment. Fifty-two percent are African-American and three percent are Native American or Asian (Hunt, 1994).

The median household income is $14,000. Fifty-one percent of the families in this area make under $15,000, while only seven percent of the families make over $50,000. This leaves 30 percent of the families living below poverty level. Forty-six percent of the workers are blue collar; thirty-two percent are white collar; and twenty-two percent are service workers. The median home value in the district is $31,000. About half of the families live in single-unit homes while the other half live in multi-unit housing (Hunt, 1994). The school district is about four blocks from the downtown area, where there are numerous businesses. Several churches are located downtown, but not in the immediate vicinity of the school.

Immediate Problem Context-School B

School B has a student population of 227 and serves grades K-9. The average class size is 18, which is relatively close to the district average of 22. The racial/ethnic background of the student body consists of 70 percent African-American, 26 percent White, and 4 percent Mexican-American. There are no Asian or Native American students enrolled. More than 83 percent of the students come from low-income families. These students are from families receiving public aid, living in institutions for neglected or delinquent students, being supported by foster homes, or eligible to receive free breakfast and lunch. The attendance rate is very close to the state and district average of 92 percent, but the mobility rate does not even compare. School B has a 48 percent mobility rate, while the district is approximately 19 percent (State School Report Card, 1993-94).

School B has ten full-time classroom teachers, most of whom are White. Two teachers are African-American and one is Asian. The school has only two male teachers. What seems to be a small staff is actually a large one because of the many support staff. These include the following: a parent liaison, ten aides, a teacher certified for Learning Disability/Behavioral Disorder (LD/BD) resources, two Success for All tutors, three Chapter 1 Reading/Math teachers, two Reading Recovery teachers, and an Assured Readiness Learning kindergarten teacher. The average years of teaching experience is 15 years. About half of the teachers have a bachelor's degree while the other half has earned a master's degree.

School B utilizes the Success for All reading program, which is a literature-based program that consists of small reading groups and individualized tutoring. Its main focus is to work with students who are below grade level in reading. The goal of the program is to have them reading at grade level by second grade. The school also has a math lab, four computers in each classroom, a "Wee Deliver" postal program, a school newspaper, student council, and various incentive programs. A "quiet room" and a "social skills room" have also been established to handle behavior problems.

Neighborhood Community-School C

The per capita income in the neighborhood, immediately surrounding the school, is $8,037 compared to the U.S. per capita income of $14,420. The poverty level for this same neighborhood is 37 percent compared to the U.S. poverty level of 13 percent (Cowen, 1995). The neighborhood has been referred to in an article in U.S. News (Whitman, Friedman, Doremus, & Hetter, 1994), describing the White underclass in America. This article describes the social disintegration in inner cities due, in part, to the rise in the number of White women who give birth out of wedlock. This social group tends to have a lower educational level. According to Murray and Herrnstein, this lack of education makes the unwed mothers "poorly equipped for the labor market..." (cited in Whitman, et al., 1994, p. 41). Fifty-three percent of the neighborhood people, age 25 and over, have a high school diploma; four percent have graduated from college. Seventy percent of the people in the area are employed (Cowen, 1995).

Eighty-nine percent of the houses in the neighborhood cost less than $50,000. Twenty-one percent of the houses are owner-occupied and 79 percent are renter-occupied. These figures can be compared to the U.S. census figures of 64 percent for owner occupied housing and 36 percent for renter occupied housing (Cowen, 1995). The area surrounding the school contains low income housing units, mainly rental property. Within five city blocks of the school, is a business area consisting mainly of bars, ethnic food stores, second-hand clothing shops, appliance stores, specialty shops, a liquor store, and a bank. This area has a problem with prostitution. One block away from the school is a sandwich shop and a car wash, both frequented by gang members. At least three large churches are contained in this area and lend a supportive environment for the school. School C is situated in a low socio-economic area of the city surrounded by violence and crime.

Immediate Problem Context-School C

The targeted elementary school (K-6) has a student population of 399. The enrollment in this neighborhood school is culturally diverse. The population consists of 57 percent White, 19 percent African-American, six percent Mexican-American, and 18 percent Asian/Pacific Islander. Of this diverse population, 92 percent are from low-income families and 20 percent are classified as Limited English Proficient. The operating expenditure rate per pupil is $5,558 (State School Report Card, 1993-94).

Based on the 1993-94 State School Report Card, the daily attendance rate is 92 percent. Chronic truancy, a problem area in the school, coincides with the state's truancy figures of two percent. The student mobility rate is 46 percent compared to the state's mobility rate of 19 percent.

The targeted school employs a total of 46 staff members. Of this 46, 32 are full-time teachers. Twenty-six of the teachers are female and six are male. The average years of teaching experience for this staff is 11. Eighteen of the teachers have a bachelor's degree; fourteen have a master's degree; and seven are in the process of earning a master's degree. In addition to the teachers, six of the staff are classroom aides who work directly with the children. Two staff members work directly with the parents; one teacher with the title of Student Support Specialist, and one neighborhood representative with the title of Community Liaison Specialist. Thirty-eight of the staff members are White; two are African-American; one is Mexican-American; and five are Asian. This is a highly dedicated, cohesive teaching staff devoted to providing a nurturing and safe environment for their students.

The educational environment attempts to address the multi-cultural population and low socio-economic status of the children. The school is best known for housing the Laotian Bilingual Program for the city and for the English as Second Language (ESL) Program. The ESL Program services a wide cultural spectrum: Haitian, Polish, Bosnian, Vietnamese, Mexican-American, Serbs, and some Laotians. In addition to these special services, a Vietnamese tutor helps students learn in their native language. The school employs two teachers certified to teach LD/BD students. School referrals to the resource room are for both learning and behavioral problems. Even with two teachers, the case load is overwhelming. Six classroom aides and three Chapter One teachers work with the teachers and students during crucial reading and math instructional time. Other special programs include: Three Reading Recovery teachers in the first grade, a Chapter One kindergarten program, Project Seek for preschoolers, and a Josten's computer laboratory.

The teaching staff has been innovative in acquiring extra instructional help for the students. A business partnership exists between the school and a local bank. Bank employees donate one hour of their time once a week to work one-on-one with the students. Every Tuesday a group of primary students travel to a nearby church to be tutored by members of the congregation. The Illinois Home and Aid Society (EPIC) offers an after school program for at-risk students in grades one through three. The program directors work closely with the families and the program continues into the summer.

The special programs at the school are not limited to instruction. Ninety percent of the students receive free or reduced-priced breakfast and lunch. The school nurse provides supportive health care advice to the families. In many cases, the school nurse is the only health care representative that the families access in the community. She is known by other school nurses as the "Cootie Queen", since the lice infestation at the school remains a constant problem. The nurse supplies the families with free lice treatment shampoo to keep the children in school.

Two district employees monitor school attendance. Both employees make home visits and bring children to school when needed. Children with chronic attendance problems meet in a small group once a week to emphasize the importance of school attendance. The school encourages attendance by offering after-school programs. These programs include the following: the Young Men's Christian Association After School Club, Brownies, Responsible Young Men's Club, and a basketball team. A small parent-teacher organization (headed by a former school parent) does some fund-raising to earn money to send the classes on field trips. Parental involvement at School C is low.

These caring, nurturing programs attempt to offset the violence and poverty that affect the children. The school, resembling a castle, is a three story brick structure built in 1922. Hence, in years past, the school has been called the "Learning Castle". The "Learning Castle" is situated on a street that is a main north-south artery in the city. The playground area is surrounded by a tall chain-link fence. The fence attempts to provide a safe school environment away from gangs and drug activity in the neighborhood. Gang graffiti is removed from the school as soon as possible after it occurs. However, bullet holes still remain in the windows of the west door. The school doors are locked 15 minutes after the afternoon dismissal time to protect those still harbored within.

The school has been in a transitional year with a new principal hired from out-of-district. Therefore, the staff feels the need to redefine school discipline policies. A committee has been formed to unify the staff and school leadership on this issue. New district-wide policies further necessitate redefining programs within the school. The staff has voted to adopt a theme-related learning program integrating all subject areas. The staff has also adopted the Host program, a tutoring program that utilizes members of the community. To meet state guidelines, the School Improvement Team has been working to create a statement that reflects the goals and programs of the school. These program goals are designed to counteract the low student achievement in the school.

Regional and National Context of Problem

For the purpose of this study, disruptive behavior will be defined as any type of behavior that prevents successful academic performance.

Concern for disruptive behavior in the classroom has been an ongoing issue at the local, state, and national level. "Nearly all teachers have at least one student who fits the current federal definition of being 'seriously emotionally disturbed' - or, in today's preferred terminology, having an 'emotional or behavioral disorder' " (Kauffman, Lloyd, Baker, & Riedel, 1995, p. 542). Over the past 30 years, 6 to 10 percent of students have shown some type of disruptive behavior, which in turn has impaired their academic performance. Most of these students continue to be a part of the regular classroom with no special intervention (Kauffman, et al., 1995). Classroom teachers are ill-prepared to handle these children with special needs. Teaching every child to learn becomes an almost impossible task due to the serious classroom disruptions faced on a daily basis. This problem cannot be ignored; a transformation in our schools must take place to address this behavior. "It is radical conditions which have changed; and only an equally radical change in education suffices" (Dewey, cited in Martin, 1995, p. 355).

These radical changes are necessary due to the problems facing society today. Over 3,000,000 various crimes- about 11 percent of all crimes- happen each year in 85,000 public schools in this country. These figures compare with one million crimes each year in the work place. In reality, school crimes occur every six seconds. Yet, they are often unreported because schools treat these crimes as discipline problems (Sautter, 1995). The local newspaper seems to be filled with continuous references to the violence in the schools. Almost daily violence strikes not only adults, but children as well. Students are bringing weapons into the schools. The students seem to know more about weapons than how to read and write.

Educators are continuously searching for solutions to this kind of problem faced by the classroom teacher. Kohn (1991) stated that the role of the school is to provide a sense of belonging, and to provide a caring community for children. Unfortunately, many teachers tend to focus on curbing negative behaviors rather than promoting positive ones. This is due mainly to the urgency of preventing trouble and violence from occurring in the classroom (Kohn, 1991).

Keeping the classroom a safe learning environment is not an easy task for any teacher, especially when the role of the family is changing so drastically. Some families no longer have the time or skills to feed their children breakfast, provide adequate rest, and keep their children clean. Many children, who may have their physical needs met, are being neglected emotionally because their parents are too busy working or are too busy entertaining themselves. Consequently, children are coming to school without having their basic physical and emotional needs met. Instead of focusing on learning, children look to their teachers for parental attention and care (Finders & Lewis, 1994).

Some members of the educational community believe that students should come to school already prepared to learn (Clinchy, 1995). In order for this to occur, the parents must take responsibility and provide a nurturing, caring environment at home. It is obvious that behavior has changed in America's schools and educators must continue the search for positive ways in which to deal with disruptive behavior in the classroom.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSES

Problem Evidence

In order to document the extent of student disruptive behavior and poor academic success teacher and student surveys, behavior checklists, and academic records were collected at the onset of the new school year.

The researchers developed a teacher survey (Appendix A), a student survey (Appendix B), and a behavior checklist (Appendix C) to aid in the process of collecting supportive data. School A, B, and C used the same measurements to collect the data. A summary of the Teacher Survey identifying the problem areas for School A, B, and C is presented in Table 1.

Table 1
Teacher Survey
School A, B, and C
August 29, 1995

ISSUES	NOT AT ALL			SOMEWHAT			VERY MUCH		
	SCHOOL			SCHOOL			SCHOOL		
	A	B	C	A	B	C	A	B	C
PHYSICAL AGGRESSION	40%	0%	12%	40%	63%	44%	20%	38%	44%
RACIAL TENSION	100%	50%	44%	0%	44%	56%	0%	6%	0%
LACK OF SOCIAL SKILLS	13%	0%	0%	60%	6%	40%	27%	94%	60%
LACK OF PARENTAL INVOLVEMENT	0%	0%	8%	50%	25%	28%	50%	75%	64%
VERBAL PUT-DOWNS	20%	0%	16%	53%	31%	40%	27%	69%	44%
INSUBORDINATION	13%	6%	16%	67%	44%	48%	20%	50%	36%

Teacher survey results indicated behavior problems affected learning significantly more in School B in all categories. School B is located in an inner city area with a high neighborhood crime rate. The School B responses contrasted sharply with School A survey responses, indicating fewer behavior problems in School A. School A is located in a middle class, rapidly growing rural area. School C responses edged toward School B, but were slightly more positive. School C represents a neighborhood similar to School B with a high Asian population.

Of the 56 teachers responding at School A, B, and C, nearly all indicated that social skills "somewhat" or "very much" affected the classroom learning. School B had all but one staff member respond to the "very much" category on the survey.

Closely following the student social skills problem in importance, was a lack of parental involvement. Roughly, three out of five surveys indicated that lack of parental involvement was "very much" a problem. School C was the only school that had any responses indicating that lack of parental involvement was not a problem.

School A's responses indicated learning was mildly affected by students' physical aggression, insubordination, and verbal put-downs. Racial tension, due to having an almost entirely Caucasian student population, was no problem in any of the responses from School A. Racial tension was a "not at all" or "somewhat" issue in Schools B and C.

School B and C put a high proportion of the total responses in the "somewhat" and "very much" categories ranging from eight to nine in ten for physical aggression, verbal put-downs, and insubordination. This is possibly due to the home and neighborhood atmosphere with poverty, fear, and crime becoming an inherent part of daily life.

In addition to a teacher survey, a student survey was administered. The students were surveyed about their feelings towards school, reading, and writing. The results of Schools A, B, and C are reported in Table 2.

Table 2
Student Survey
Schools A, B, and C
September 8, 1995

QUESTIONS	SCHOOL A		SCHOOL B		SCHOOL C	
	YES	NO	YES	NO	YES	NO
1. DO YOU LIKE WORKING WITH OTHERS?	93%	7%	100%	0%	93%	7%
2. DO YOU ENJOY SCHOOL?	89%	11%	86%	14%	98%	2%
3. WHEN YOU HAVE A PROBLEM, DO YOU TALK TO SOMEONE ABOUT IT?	86%	14%	100%	0%	86%	14%
4. DO YOU LIKE TO READ?	83%	17%	100%	0%	90%	10%
5. ARE YOU A BETTER READER NOW THAN YOU WERE LAST YEAR?	83%	17%	100%	0%	83%	17%
6. WOULD YOU LIKE A BOOK FOR A GIFT?	83%	17%	100%	0%	93%	7%
7. WOULD YOU LIKE SOMEONE TO READ TO YOU?	68%	32%	86%	14%	90%	10%
8. DO YOU LIKE TO WRITE?	81%	19%	100%	0%	98%	2%
9. DO YOU WRITE IN A JOURNAL?	89%	11%	100%	0%	93%	7%
10. ARE YOU A BETTER WRITER NOW THAN YOU WERE LAST YEAR?	89%	11%	100%	0%	95%	5%

The survey's first three questions concern attitudes about school; the middle four questions are centered around reading; and the remaining three questions are focused on writing interests. Notable results of this survey were: School A, which is a sixth grade class, appeared generally less positive than School B and C. School B and C, which are first and second grade students, might have a more positive attitude because of their age. Younger children have not experienced as many disappointments in school because they have not been in school as long. Another possibility might be that the younger students were not as truthful about their responses as the older students because of a desire to please their teacher.

The most important survey item to review is question 7, which referred to whether students liked someone to read to them. School A has triple the number of negative responses. A factor involved in this large difference might be older students are beyond wanting or needing to be read to by someone else. They might feel they are more capable of reading on their own.

One in five sixth graders in School A responded negatively to question eight, concerning whether the students liked to write, as opposed to one in fifty from School B and C. This may be due to more rigorous demands in writing as a student becomes older, and "fear of failure" due to a realistic understanding of previous writing problems.

On questions two, six, and ten, the negative response gap between older students and younger students was doubled. The remaining survey questions had similar responses with a high frequency rate of positive responses ranging above 90 percent.

A behavior checklist was developed by the researchers to add additional insight into the affects of behavior on academics. A summary of the number of incidents and percentages is presented in Table 3.

Table 3
Number of Incidents and Percentages of Behavior Problems
Schools A, B, and C
September 7, 1995 through September 19, 1995

BEHAVIOR	**SCHOOL A**		**SCHOOL B**		**SCHOOL C-1**		**SCHOOL C-2**	
	#	%	#	%	#	%	#	%
INSUBORDINATION	0	0%	44	25%	23	5%	2	5%
VERBAL PUT-DOWN	0	0%	7	4%	0	0%	4	10%
FIGHTING	0	0%	0	0%	3	1%	3	8%
HITTING OR PUSHING	1	2%	0	0%	20	5%	5	13%
KICKING	0	0%	10	6%	2	0%	1	3%
SWEARING	1	2%	0	0%	1	0%	0	0%
OFF TASK	56	80%	60	35%	177	43%	6	15%
TAKING THINGS	0	0%	13	8%	4	1%	0	0%
SPEAKING OUT OF TURN	2	2%	30	18%	158	38%	15	38%
TARDINESS	1	2%	0	0%	3	1%	2	5%
OTHER	9	12%	7	4%	24	6%	1	3%
					CLASS 1		**CLASS 2**	

Table three shows behavior data taken from the checklist that was developed by the researchers of this project for Schools A, B, and C. School C has data taken from two different classrooms; therefore, the data has been separated into two different columns.

In this entire group of 80 students, academic progress seemed to be directly related to being off task and speaking out of turn. This seems to be a universal problem that does not depend upon grade level or age. School A had eight out of ten checks in the off task category and less than one in twenty in the speaking out of turn category. School C, class two, reversed the emphasis with only one out of seven off task and almost four out of ten speaking out of turn tallies.

Other categories centered on behavior rather than academic progress. The highest number of incidents in this behavioral category was insubordination which was one in ten of the total number of tallies. The categories: other, hitting or pushing, verbal put-downs, fighting, kicking, taking things, tardiness, and swearing were progressively less at just over six percent down to less than one percent. Included in the other category was anything from incomplete assignments to putting pencils in the ears.

Each school has been placed into four separate pie charts (Figures 1, 2, 3, and 4) to further view the data collected. A summary of each school's data follows each figure.

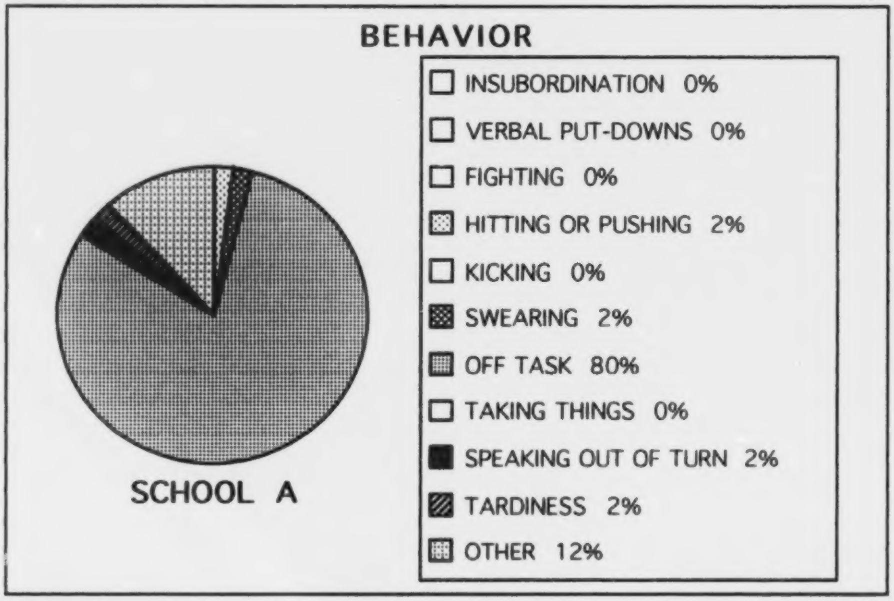

Figure 1
Behavior Checklist Percentages

In School A, off task behavior is by far the greatest problem. One probable cause could be that the district is seeing more and more children with Attention Deficit Disorder. In addition, a large percentage of the student population lacks the social skills needed to sit and pay attention. Instead, these sixth graders are more concerned with socializing with the person sitting next to them. Because of this socialization, students are not listening, which in turn, causes incomplete assignments. (Noted in Figure 1 under other) The large number of students and the over crowded classrooms are also contributing factors to the off task behavior.

Incomplete and unfinished assignments is the second largest category of problem behavior seen in School A. Incomplete assignments could be attributed to the fact that these students are not listening and paying attention to what is occurring in the classroom. On the other hand, Figure 1 shows very little verbal abuse towards others. The students may be watching their language out of respect for the teacher. One other thought concerning the categories in Figure 1 from School A, is that these students do not have nearly as much trouble with bad behavior as they do with the social aspects of school.

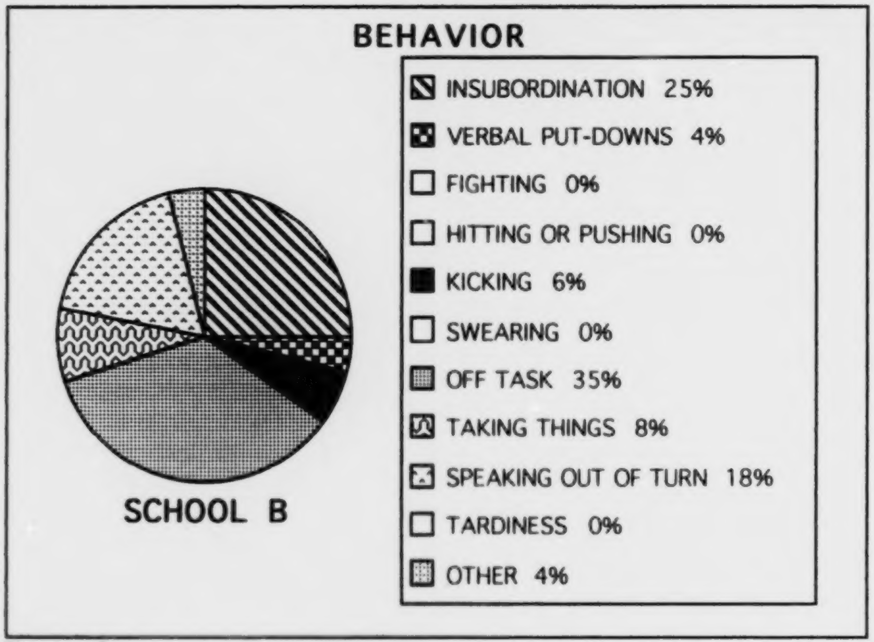

Figure 2
Behavior Checklist Percentages

School B has a total of eight students being observed for behavior. There are serious family problems and little parental involvement which could account for such a high percentage of verbal put-downs and speaking out of turn. These two categories go hand in hand with the off task category.

Insubordination and kicking are problem areas because the parents teach the children to fight back and be aggressive. Their environment also promotes aggressive behavior and violence for survival. The relationship between these two categories and being off task is definitely seen.

The total number of tallies recorded from School B could be related to little educational emphasis from the parents. Poor social skills preparation and a lack of having their basic needs met are two other possible reasons for inappropriate student behavior.

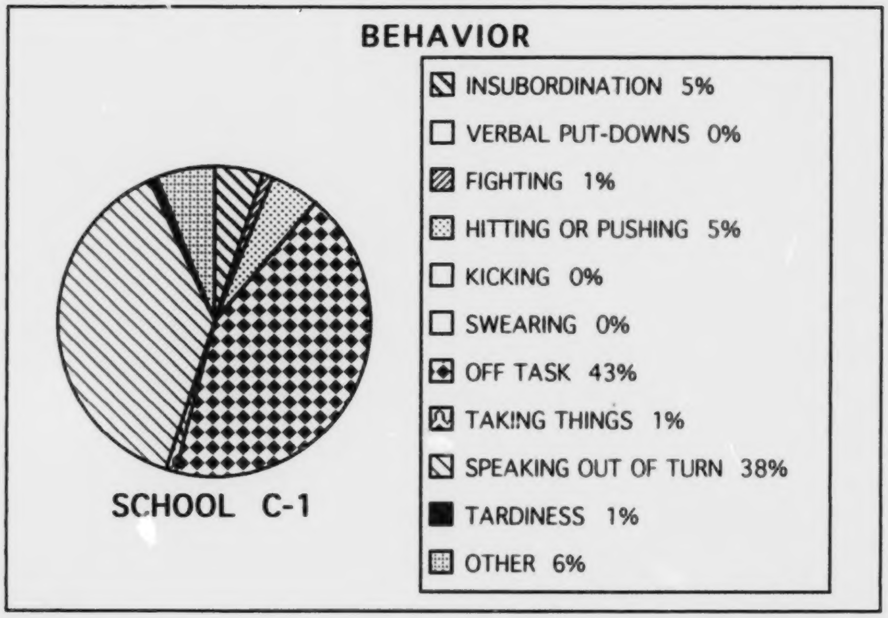

Figure 3
Behavior Checklist Percentages

A particularly large concentration of students with behavior problems was noted in School C, class one. This group of second graders had also been a problem group through first grade and kindergarten. Half the students, in this class of 25, averaged eight tallies each per period.

Off task and speaking out of turn were the major problem areas for School C, class one. Many of the students display Attention Deficit Disorder tendencies and will sit and daydream, poke neighbors with a pencil, or talk to their neighbor during work time. The speaking out of turn displays a lack of respect for authority and routine. Students who are easily frustrated by academics yell out, "I don't know how to do this." When, in fact, they have ignored the teacher's directions. It is possible that these children are weak in auditory processing skills and this frustration comes out verbally.

Insubordination, hitting or pushing, and other (whistling, out of seat, leaving the room, hitting with a pencil, throwing an eraser, and sticking pencils in the ears) were almost equal in occurrence for this classroom. All of these behavior problems illustrate the student's lack of social skills. Parents, in the neighborhood, are dealing with poverty, drug and alcohol abuse, and other illicit behaviors. The parents are dealing with their own problems and do not spend sufficient time showing children the value of good social skills. Treating other people the way you want to be treated is an alien thought in the neighborhood surrounding School C.

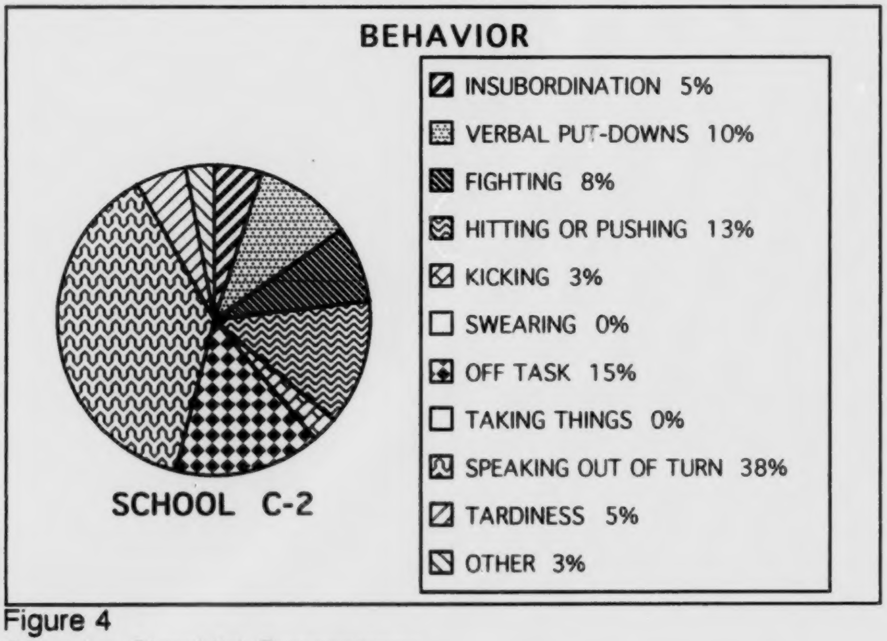

Figure 4
Behavior Checklist Percentages

The first grade children in School C, class two, seem to receive care from their parents. These students seem to be responsive to academic experiences and class work. Over one third of the class is composed of students from other countries, primarily Laos, Haiti, and Mexico. Good behavior is exhibited by this group. This group also has a high work ethic, which in turn, accounts for a relatively low off task percentage. Speaking out of turn, the highest number of incidents, is possibly due to not being able to understand the assignments and verbal directions of the teacher. This lack of understanding could be caused by the language barriers that exist within this classroom. The other incidents (hitting or pushing, verbal put-downs, fighting, and insubordination) may be due to a lack of social skills being taught in the home.

Figures 1, 2, 3, and 4 clearly show that being off task and speaking out of turn has no age, social, or economic barriers. These were major problems in all four classrooms. Being off task and speaking out of turn led to misunderstood directions and incomplete assignments, which strongly hinders academic success.

Probable Cause

The rural setting of School A has just recently become an area of increased growth due to the the problems of the school system in the larger city near by. Parents have pulled their children from this school system and moved within the district of School A. The rapid growth and building taking place has caused increases in school enrollment and the classes are over the suggested number of students recommended. This increase in students, placed in overcrowded conditions, has been the main cause for disruptive behavior and poor academic success. Students are crowded into classrooms that are not designed for the numbers they hold and there is no possibility of building a new facility due to a failed referendum.

Lack of parental involvement is another factor that has caused behavior problems and poor academic success. So much unsupervised time is available to these students that they become involved in activities that get them into trouble and keep them away from their studies. Too much free time alone, without parental supervision and guidance, leaves them without anyone to help them with problems or homework. They bring their frustrations to school, which in turn, usually manifests itself in their behavior and their inability to succeed in school.

The poor academic success and disruptive behavior in School B is possibly caused by three factors: lack of parental interaction; a high crime rate; and high student mobility. Many students at School B come from low-income, single parent homes. Lack of attention and care at home cause these students to crave extra attention at school. When they feel they are not given adequate positive attention at school they seek it negatively.

The neighborhood that surrounds School B is a high crime area. Many of the houses in the neighborhood are boarded up and show signs of neglect. Many students live in a nearby housing project. Students witness many acts of violence each day and bring this aggressive behavior back to school.

Not only is attendance at School B extremely low, but also the number of students in attendance is very unstable. Students come and go from School B as much as two or three times a year. Unfortunately, as students leave School B there seems to be a trend of academically low students moving in.

Historically, School C has a problem with low academic success. Student mobility has been a major cause of this problem. Students appearing in the teacher's attendance roster are no longer there at the end of the year and a new student has taken that place. Students remaining in the school for the whole year have left the school by third grade. Consequently, school standardized test scores are low and do not reflect the quality of teaching occurring in the building. The ethnic mix in the neighborhood also affects the test scores. War refugee children do not grasp English, and therefore their achievement is not reflected in academic scores.

Another probable cause for low academic success is economics. The parents living in this rental area of the city often are unemployed. The low economic levels affect the quality of parent involvement with the children; parents are coping to meet their own basic needs. The children enter school needing attention and caring. Until these needs are met, the children have problems concentrating on learning.

Often the need for attention explodes into negative behaviors. These negative behaviors highlight the students' poor social skills. Often a child in School C will behave well in the classroom and then become involved in a fight at recess time. This aggressive behavior returns with the child to the classroom and academic success suffers.

Like the doctor who is trying to find the cause of the patient's headache, causes for disruptive behavior and its affect on academic progress are often challenging to detect and remedy. Many brilliant, insightful causes were masterfully brought to light in a review of current literature.

Violence is a probable cause for disruptive behavior in schools. Violence is increasing in the United States. "The United States leads all other nations in homicides and violent crime..." (Curwin, 1992, p. 11). Children are exposed to violence through television, gangs, and poor role models.

Television portrays graphic images of killing, fighting, and other illicit practices. Children are exposed to a violent side of society at an early age through this media babysitter. Television further damages children's self-worth by making them feel that people are measured by what they own, not by how they treat others (Curwin, 1992). Many children are motivated to earn money as quickly as possible, to buy the right athletic shoes, or to buy the right brand of jeans. Prostitution, drug pushing, and gang membership are often the violent methods chosen by children to create a fast source of income (Curwin, 1992).

Cartoons are also violent. Many cartoon heroes solve problems through fighting. Cartoons like Bart Simpson, and Beevis and Butthead advocate sarcasm, rudeness, and fighting for solving problems (Curwin, 1992). While these two cartoons are intended for a more mature audience, children often view them. Parents are lax in monitoring animated television shows because animation is associated with children's programming.

Television is also a major source of role models for children. According to Curwin (1992, p. 16), "The traditional role models have let children down." Media coverage quickly exposes the faults of sports figures, actors, and politicians. For example, in 1994, O.J. Simpson, a much loved football hero and actor, was charged with murder. Sports figures and actors let children down by asking for large sums of money to play and then complaining when they do not get the salary they desire (Curwin, 1992). Television and the other sources of media quickly expose the dark side of any American hero. Children lack heroes with ethical moral standards. Lickona (1993), notes that today's society lacks a code of moral conduct. The lack of moral values is evident in dysfunctional families, the lack of civility in day to day relationships, and sexual promiscuity on television and movie screens (Lickona, 1993). Since society is not teaching moral values to children, they enter school not caring about codes of conduct.

Curwin (1992, p. 9), states "The basic family unit is not providing what children need for emotional, social, and intellectual security." With the rising divorce rate in the United States, children are receiving the cultural message that quitting is acceptable (Curwin, 1992). Once the family is broken apart by divorce, children lose their safety net. Consequently, children feel insecure and emotionally drained.

Lack of parental involvement creates a vacuum in the lives of children from all levels of society (Martin, 1995). The removal of parents from the household due, in many cases, to income needs, frequently leaves children to fend for themselves. Latchkey children often lack the supportive feelings of safety, security, and caring. The fiber of intimacy and affection is missing (Martin, 1995). Parents in the work force have diverse economic and time constraints. These parents barely have time to attend to their own needs. Children's emotional needs fall to the bottom of the list.

Parents who do not work are often dealing with meeting their own emotional needs, as well. Looking for work, dealing with alcohol and drug dependencies, and just trying to make ends meet take up all their time. Children enter school without having their basic needs for love and belonging met. This emotional insecurity causes behavior problems that interfere with learning.

Another cause for behavior problems and poor academic success is the lack of parental support and involvement with the schools. Negative school experience plays a part in parental involvement. Parents who have dropped out of school do not feel confident in school settings. According to Finders and Lewis (1994), one father describes his son's school progress:

> They expect me to go to school so they can tell me my kid is stupid or crazy. They've been telling me that for three years, so why should I go and hear it again? They don't do anything. They just tell me my kid is bad. See, I've been there. I know, and it scares me. They called me a boy in trouble, but I was a troubled boy. Nobody helped me because they liked it when I didn't show up. If I was gone for a semester, fine with them. I dropped out nine times. They wanted me gone. (P. 51)

Another reason that parents feel uncomfortable with school is the language barrier. Parents who do not speak fluent English often feel inadequate in school contexts. One Latino educator explained that asking young children to translate for their parents during conferences grates against cultural norms. Placing children in a position of equal status with adults creates dysfunction within the family hierarchy (Finders & Lewis, 1994). These negative feelings toward the school setting need to be overcome so that parents can communicate positive values about education to their children.

Racial tension creates behavior problems and interferes with learning in today's society. Elrich (1994, p. 12-13), looked at some basic racial beliefs held by society. For example: "Black people don't like to work... White people are smart and have money... and Asians don't like Blacks or Hispanics". With these beliefs floating around in a classroom subconsciously, it is difficult to get down to the business of teaching. The students become prisoners of these paradigms. These paradigms need to be replaced with some basic beliefs about interacting with other people, "Would you want to be treated this way?" and "Would you want all persons to act this way, in a similar situation?" (Lickona, 1993, p. 9).

Another probable cause for student misbehavior is the loss of hope. Children who are "at risk" have stopped learning, have stopped caring, and have stopped believing that school will make a positive difference in their lives. They accept the limits others have given them" (Curwin, 1992, p. 13). These children need hope. Without hope learning will never be an integral part of their lives.

The following is a list of probable causes for behavior problems and low academic success, which the researchers found through site based and literature sources.

1. Violence
   - TV
   - society
   - gangs
   - poor role models
2. Racial Tension
3. Lack of Social Skills
4. Lack of Morals

5. Cultural Diversity
   - teachers insensitive to racial and ethnic differences

6. Dysfunctional Family
   - lack of parental involvement
   - lack of parental supervision
   - family not providing basic needs

7. Poverty

8. Lack of Academic Success and the Loss of Hope

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

There are several solution strategies that address student behavior and academic success in the classroom. The question to be addressed is, "What is the most appropriate solution to use in any given situation?"

A review of the many schools of thought on this problem revealed that while there are many different means to solve the problem, they all seemed to have a common bond. That bond being the creation of a caring environment for children. The effective interplay between the student, the school staff, and the family caregivers should be fostered.

Education functions in various arenas, but the school organization can often effectively enlighten and compliment all academic growth. This positive effect is multiplied when there is a coming together of school/family/community partnerships. In this joint effort, designed to benefit all three groups, the family of the student is not seen as separate from the school, but as a complimentary link. The community works in concert, also creating "family-friendly" activities and business efforts (Epstein, 1995).

The school/family/community joint effort has many purposes. Interrelationships, mutual support, and increased parental skills are just a few of the many benefits. The underlying purpose, however, is to make this mutual endeavor beneficial to the success of all students.

In this endeavor, schools, families, and communities are interacting to realize joint influence toward the student's development. The care and encouragement are planned to interact, counsel, activate, and encourage students to be fulfilled in school. Family-like schools welcome and nurture each child. Likewise, school-like families encourage and support studies and school life. Communities create "family-friendly" activities and business efforts. Jointly, the student is given school/family/community recognition, progress is noted, and events are organized to celebrate student successes, efforts, imagination, and superb achievements (Epstein, 1995).

If an x-ray could be taken, community trust would be plainly visible as the necessary factor in making this connected effort work well. This community trust is built upon understanding of community beliefs and needs. The way to get public support and positive participation is to have participants, i.e. students and families, be part of the decision-making process when updates and changes are occurring. The community trust begins with a "preparation phase" planning process (Messner, 1995). The antithesis, community distrust occurs when a joint commitment and eagerness in decision-making does not occur.

Not only do students need the support of others, both inside and outside of school, but they must be motivated through academic structure. Csikszentmchalyi and his colleague believe that the most effective teaching climates are "environments and relationships that take the cultivation of passionate interest as a primary goal" (cited in Clinchy, 1995, p. 390). The essence of these "flow classes" is freedom, that is, opportunities for students to tailor learning situations to their interest and styles of learning. This includes chances to select materials and themes of study, and also the freedom, wherever possible, to control the pace of the process (Clinchy, 1995).

The problem is not with standards as such; it is with standards imposed entirely from without-- impersonal standards that turn students into objects and disrupt connections between teachers and students, and between students and their work. "Flow" teachers do all they can to maintain these connections by minimizing extrinsic pressures. "Flow" teachers have high expectations of their students, but the expectations are constructed in collaboration with the students, and they are translated into "informational" rather than "controlling" feedback. Controlling feedback is "outcome oriented" while informational feedback is focused on the ongoing activity (Clinchy, 1995). Students are caring about thinking, and teachers are caring what the students are thinking about.

Meeting the needs of culturally diverse students by using learning style theory is another strategy solution to consider. Using information about cultures and learning styles in sensitive and positive ways will help educators value and promote diversity in all aspects of school. Multicultural educational research shows five areas that matter a great deal in the education of a multicultural population (Ladson-Billings, 1994). These areas are: teachers' beliefs about the students, curriculum content and materials, instructional approaches, educational settings, and teacher education. One other area that is unclear is whether the race and ethnicity of teachers affect student learning (Ladson-Billings, 1994). Stepping into the world of the child's culture can relax a student. This can be done through learning to ask and answer simple questions in the student's native tongue.

Literature is rich in exploration of the human condition and can actually provide an avenue for healing. When a classroom teacher hears, "This book is easy to read and the stuff is about the Motherland. Way to go Ms. Van! I can take this assignment!" (Van Ausdall, 1994. p. 32-35); it shows the student connecting and eager to read. The need to make classroom material relevant in the students' world weighs heavily on an instructor's daily routine. Also, within student journals a teacher can experience, cooperate with, and live his/her students' lives, not as an intruder, but by invitation (Van Ausdall, 1994).

Parental involvement can be another means by which to improve behavior and academic success. Among the varied cultures, parents have many suggestions for teachers and administrators about ways to promote active involvement. It is important to clarify how parents can help. Helping could be perceived as school parties or student preparation at home for school. Parents need to see themselves as a critical part of students' education.

Another idea would be to encourage parents to be assertive. If parents see themselves as needed participants, disciplinary and special education placement becomes a joint decision with both parents and educators buying into the end result with students as "winners". "Sometimes kids are taken advantage of because their parents don't fight for them. I say to parents, if you don't fight for your child, no one's going to fight for them" (Finders & Lewis, 1994, p. 52).

A teacher needs to develop trust with parents. Bible reading is mentioned as a regular family event, yet many parents do not see this reading in relation to school work. In one mother's words, "I read the Bible to the children in Spanish, but when I see they are not understanding me, I stop (laughing). Then they go and look in the English Bible to find out what I said" (Finders & Lewis, 1994, p. 53).

Also helpful, is to use parent expertise by asking them to contribute intellectually to the development of lessons. Parents with expertise in construction, cooking ethnic foods, or sharing information about a multicultural heritage help create a partnership in learning with school and parent.

Another strategy solution is the use of cooperative learning. Many researchers have studied cooperative learning and its effect on student behavior and academic achievement. According to Furtwengler (1992), the two main purposes of cooperative learning are improving academic achievement and increasing social skills among students.

Many studies have been done to assess the outcomes of cooperative learning. In most of the studies two types of classrooms were compared: those where the students were consistently engaged in cooperative learning and those where students were taught traditionally. Both groups had the same objectives, and they had matching pretest achievement levels. Overall, of 67 studies of the achievement effects of cooperative learning, 41 (61 percent) found significantly greater achievement in cooperative classrooms than in the traditional classrooms. There were no differences found in 37 percent (Slavin, 1991).

Whether or not cooperative learning will positively affect achievement has to do with how well it is implemented in the classroom. According to Slavin (1991), groups must work toward goals such as rewards or recognition, and every child in the group must be accountable for his/her own learning in order for cooperative learning to be effective. As students work toward these goals, they become motivated to clearly explain what they know to their peers and take one another seriously rather than just give answers. Because they are so engaged in their learning, they grow academically. Parents of high achievers need not worry about their children being held back because "High achievers gain from cooperative learning (relative to high achievers in traditional classrooms) just as much as do low and average achievers" (Slavin, 1991, p. 77).

There have also been three major studies done of Cooperative Integrated Reading and Composition (CIRC) which is a reading program where all students are divided into cooperative teams. CIRC had substantial positive effects on scores of standardized tests of reading comprehension, reading vocabulary, language expression, language mechanics, and spelling (Madden & Stevens, cited in Slavin, 1991).

Kohn (1991) agrees with Slavin that cooperative learning can increase student achievement, but disagrees with Slavin when it comes to the use of rewards in the classroom. Kohn feels that giving extrinsic rewards to students for doing good work will reduce their interest in doing a good job for its own sake. In terms of motivational power, no artificial inducement can match the strength of intrinsic interest in a task (Kohn, 1991). Thus, a cooperative learning classroom should be carefully structured. It should offer students challenging learning tasks and allow them to make important decisions about those tasks. With this freedom and responsibility, the students will achieve more because they will be intrinsically motivated, which in the long run, may be a more effective alternative than giving rewards (Kohn, 1991).

Cooperative learning also improves social skills and behavior. One of the strongest findings, when researchers studied intergroup relations in cooperative learning, was that people who cooperate learn to like one another (Slavin, 1991). When students participate in cooperative learning, they have a greater liking for each other, including students in different ethnic groups (Slavin, 1991). This makes cooperative learning a necessary social tool in classrooms because "ethnic separateness in schools does not naturally diminish over time" (Gerard & Miller, cited in Slavin, 1991). When researchers did follow-ups on the friendships made in these groups, they found that the students had significantly more friends in different ethnic groups than did the control groups (Slavin, 1991).

According to Wynne and Walberg (1994), this type of friendship will result from cooperative learning, but only if the groups are persistent and the students have the opportunity to bond. "Persisting groups in schools help students practice making such critical adaptations. Students can be helped to learn how to get along with others" (Wynne & Walberg, 1994, p. 530). They also point out how many educators are reluctant to form groups in their classrooms because of the influence of gangs. However, one of the main reasons students become involved in gangs is to belong to a group. Adults, too many times, fail to assist in the making of healthy youth groups (Wynne & Walberg, 1994). Thus, cooperative learning may very well prevent students from becoming involved in antisocial groups.

Cooperative learning has also been found to raise student self-esteem. As students work together and experience success, their self-concept is improved. Also, these students who have been taught to work cooperatively were higher than the control students on "measures of supportive, friendly, and prosocial behavior, and were better at resolving conflicts" (Slavin, 1991, p. 81). Cooperative learning can help improve student behavior and academic success.

Much like a fuzzy picture on the television screen, student success is not assured without first considering the students' self-concept and attitude. Educators focus on various components of student self-concept as possible solution strategies including character building/morale, self-esteem, and self-fulfilling prophecy.

The basis for understanding these areas are Glasser's four basic human needs: belonging, power, freedom, and fun. Glasser believes that students are unable to focus on intellectual skills if their basic needs are not being met. (Burke, 1992).

Since the beginning of public education, teachers have seen the need for instructing children in character development. "Down through history, education had two great goals: to help people become smart and to help them become good" (Lickona, 1993, p. 6). The school should be responsible for developing caring children, "If we had to pick a logical setting in which to guide children toward caring about, empathizing with, and helping other people, it would be where they would regularly come into contact with their peers and where some sort of learning is already taking place" (Lickona, 1991, p. 499).

Schools must clearly define good character. "Good character consists of knowing the good, desiring the good, and doing the good. Schools must help children understand the core values, adopt or commit to them, and then act upon them in their own lives" (Lickona, 1993, p. 9).

Leming (1993) summarizes the significance of previous findings in moral education. Codes, pledges, and direct teaching have little lasting effect on character. Students' abilities to reason about moral behavior does not bring about positive changes in moral behavior. Character develops through social connections, and it is not a fast or easy process. Studies have shown variations between classrooms in developing character. It is possible that these differences reflect the nature of the teacher's ability to promote good behavior. Finally, inspirational literature emphasizing good moral values should be used in classrooms.

Lickona (1993) further calls upon individual teachers to: act as caregiver, model, and mentor; create a moral community; discipline with dignity building moral reasoning skills; create a democratic classroom environment; teach values through the curriculum; use cooperative learning; develop students' appreciation for learning and their commitment to excellence; encourage moral reflection through reading, writing, journaling, and discussing; teach conflict resolution; foster caring beyond the classroom; create a positive moral culture in the school; and recruit parents as partners in character education. "To educate a person in mind and not in morals is to educate a menace to society." - Theodore Roosevelt (Lickona, 1993, p. 6).

Branden (cited in Krupp, 1992, p. 163) states, "Positive self-esteem, 'the quiet confidence in one's own potential' characterizes individuals who willingly risk". Individuals with a high sense of self-esteem do not need to dominate situations. They are able to vary their roles as the situation arises: reaching out to others, remaining humble, taking risks, following, and caring about others (Krupp, 1992). Self-esteem comes from internal beliefs and external influences.

Parents have the most powerful external influence, followed by teachers, and then peers (California Task Force, 1990 and Hoffman, et al., 1988, cited in Krupp, 1992). A climate that fosters esteem ignores negative behaviors, fosters positive behaviors, and acknowledges the accomplishment of the expected (Krupp, 1992). Coopersmith (cited in Krupp, 1992) states that an esteeming climate provides teacher warmth, clearly defined guidelines, and respectful treatment. Climates that encourage self-esteem encourage individuals to use their support systems; it's okay to say, "I need help." Setting short term achievable goals also helps individuals raise their self-esteem. The person must be able to control these goals and the goals must be measurable (Krupp, 1992).

Esteem-building climates make people feel connected. Teachers achieve this goal by hugging children, listening to them, and giving them responsibility. Teachers also let children know that they are special. Each child is admired for a special trait. An esteeming environment empowers children to make their own choices and to live with the consequences of those choices. Children learn problem-solving skills (Krupp, 1992). Assertiveness is valued in an esteem-building climate. Each person is valued for their opinions and ideas even if others do not agree with them (Krupp, 1992).

"Research is replete with evidence indicating that academic success is enhanced by positive self-perception and self-acceptance (or valuing of oneself)" (Cedoline, 1977, p. 9-10). Research further indicates that children achieve based on both their own and other's perceptions of those abilities; this is called a self-fulfilling prophesy (Cedoline, 1977). "The famous Pygmalion effect refers to the fact that a teacher's assumptions about a child's intellectual potential can affect that child's performance. Such self-fulfilling prophecies, however, are by no means limited to academics; they also operate powerfully on a child's actions and values" (Kohn, 1991, p. 502). Believing that a child will be naughty will cause that child to live down to that expectation. Attributing the best possible motive to the child will cause him to rise up to meet these high expectations.

Canfield and Wells (1976, p. 4) state, "It is possible to change self-concepts, and it is possible for teachers to effect the changes-either way, both positive and negative." They also caution that change takes place slowly over an extended period of time. Teachers need to look at affecting a child's central belief system. Helping an underachieving child see himself as a capable learner is changing a child's central belief about himself.

There are many teachers who are responsible for changing the perceptions of students without hope. In order for students to be actively involved in learning, teachers must decrease the failures and increase the successes (Curwin, 1992). Showing students how classroom learning directly affects them helps to promote success. Purkey (1984) emphasizes the relationship between students and teachers. The teacher's attention, expectations, and encouragement are the primary factors that influence student learning.

An additional solution strategy suggested for improving behavior and academic success is utilizing a caring classroom climate. Just exactly what is caring? "People 'understand' caring as a necessary ingredient in the lives of all individuals, families, and communities; and it is not bound to a single religious or political ideology" (Chaskin & Rauner, 1995, p. 670).

In a school situation, caring can be defined as protecting young people and investing in their ongoing development (Chaskin & Rauner, 1995). "Caring responds to a set of basic needs for independence and connection, for belonging and membership, for safety and support, and for individual and social competency" (Chaskin & Rauner, 1995, p. 672).

If kids feel cared for they will be likely to do their best and stay in school (Lipsitz, 1995). "Caring and respect promoted learning and... developed cooperative problem solving" (Goodman, cited in Lipsitz, 1995, p. 666). Goodman also said that caring was not a substitute for learning, but it created an effective culture for learning. "Quite often children's emotional needs are left out of decisions on how to improve student performance" (Chaskin & Rauner, 1995, p. 667). When schools show caring interactions among the teachers, students, and parents, it will, in turn, carry through in a positive school experience for the child (Chaskin & Rauner, 1995).

The classroom environment has been identified as the perfect location for the nurture and promotion of caring (Chaskin & Rauner, 1995). Education will occur within the context of caring (Noblit & Rogers, cited in Chaskin & Rauner, 1995). Teachers who model caring attitudes in their classes make a positive difference concerning the success of their students in school (Noblit, Rogers, & McCadden, cited in Chaskin & Rauner, 1995). Teachers create environments where learning and morals are constructed (Lipsitz, 1995). Frequently, educators see inappropriate behavior as a sign that students do not care. Caring will not cure all behavior problems, but having a respect for caring and having a good attitude toward it is progress in developing caring behavior (Bosworth, 1995).

"Educators should want more from educational efforts than adequate academic achievement, Ms. Noddings contends - and we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others" (Noddings, 1995, p. 675). The following are benefits attained through teaching themes of caring: improvement of cultural literacy; interdisciplinary connections of core subjects; students finding purpose and meaning in subject matter; and trustbuilding between teachers and students which opens the students' minds to learning (Noddings, 1995). "Finally,... caring is not just a warm, fuzzy feeling that makes people kind and likable. Caring implies a continuous search for competence" (Noddings, 1995, p. 676). Teachers who debate the caring school issue are intuitively certain that students in caring classrooms will develop into capable learners (Noddings, 1995).

Caring is necessary as a guide to restructuring instruction, discipline, school policy, and classroom organization (Noblit, Rogers, & McCadden, 1995). The research on caring indicates great potential for students' opportunities for increasing reading skills, recognizing their abilities, improving self-concepts, and learning to get along with others (Noblit, et al., 1995).
According to Noblit, et al. (1995), the following is evident:

> Teachers' expressions of care not only enhance children's social skills and self-worth, but also encourage their academic development. Genuine caring is expressed by a teacher's attempt to assist students in reaching their full potential. No one can reach his or her full potential without social skills, feeling of self-worth, strong academic and cognitive activities, and nurturance and support. . . Without this connection, a

> teacher may have the subject matter knowledge, and the technical ability to teach, but the opportunities for real learning will be scarce, because what the teacher does not have is the student. Caring fosters this teacher/student connection and encourages possibilities for learning that may not otherwise occur. (p. 683)

The solution strategies reviewed present a strong rationale for developing a caring classroom climate as a means to solve the problem of inappropriate behavior and poor academic success.

Project Outcomes and Solution Components

As a result of creating a "Caring Classroom" environment, during the period of August 1995 to February 1996, the targeted elementary students will decrease in disruptive behavior and improve in academic achievement, as measured by behavior referrals and anecdotal records, teacher journals, behavior checklists, writing portfolios, and content-related unit tests.

In order to accomplish the terminal objective, the following processes are necessary:

1. A series of activities that address social skills and conflict resolution will be implemented.
2. A series of reading and writing activities that improve thinking skills and foster cooperation in reading and writing will be developed and/or acquired.
3. Classroom procedures that enhance a caring climate will be implemented.

The implementation of this plan will take place from August, 1995 to February, 1996. Specific dates of implementation can be found in the calendar in Appendix D. The caring classroom is a climate that exists throughout the day. Implementation is ongoing.

The social skills will be taught for one thirty to forty minute teaching period twice a week during the month of September. These social skills will be reinforced approximately once a week while teaching thematic units in reading and writing classes. This reinforcement takes place during the months of October, 1995 through February, 1996.

Action Plan for the Intervention

I. TEACH SOCIAL SKILLS

    A. Selection of Social Skills

        1. Social Skills Teaching Positive Behavior

            a. Six Inch Voices
            b. No Put Downs
            c. Encouraging Others (Appendix R)
            d. Helping Each Other
            e. Taking Turns

        2. Social Skills Teaching Conflict Resolution

            a. Reaching an Agreement
            b. Listening to Others
            c. Respect the Opinions of Others

B. Selection of Cooperative Learning Groups
  1. Group Identity
    a. Create Name
    b. Create Slogan
  2. Group Roles
  3. Group Composition
    a. Academically Balanced
    b. Behaviorally Balanced
    c. Racially Balanced

C. Selection of Materials
  1. Graphic Organizers
    a. T-Chart (Appendix E)
    b. PMI (Appendix F)
    c. Agree/Disagree (Appendix G)
  2. Role Playing
  3. Audio Visual Aids
  4. Lesson Plans (Appendix H)
  5. Energizers and Games
    a. Name Game/Group Juggling (Appendix I)
    b. Hula Hoops (Appendix J)
    c. Many Friends/Inclusion-Exclusion (Appendix K)

D. Selection of Assessments
  1. Behavior Checklist (Appendix C)
  2. Anecdotal Records

        3. Behavior Referrals (Appendix LL)
        4. Teacher Journals

II. TEACHING THINKING SKILLS

- A. Reading
    - 1. Thematic Units
        - a. Fantasy/Reality
        - b. Caring
        - c. Cultures/Environments
        - d. Folktales/Myths
    - 2. Book Projects
- B. Writing
    - 1. Journal
    - 2. Creative Writing
- C. Selection of Materials
    - 1. Literature
    - 2. Graphic Organizers
        - a. Story Map (Appendix L & S)
        - b. Venn Diagram (Appendix M, T, & V)
        - c. Matrix (Appendix N)
    - 3. Audio Visual Aids
- D. Selection of Assessments
    - 1. Writing Portfolio
        - a. Samples of Theme Related Writing
        - b. Book Reports (Appendix U)
    - 2. Content Related Unit Tests (Appendix MM)

III. CARING CLIMATE
  A. Secure and Safe Environment
    1. Risk-Free Environment
      a. I Can't Funeral (Appendix O)
      b. Shelving (Appendix P)
      c. I Am Lovable and Capable (Appendix Q)
    2. Positive Role Modeling
    3. Encouragement
  B. Selection of Assessments
    1. Student Journals
    2. Teacher Journals
    3. Anecdotal Records
    4. Student Surveys (Appendix B)

Methods of Assessment

In order to assess the effects of the intervention, behavior checklists, anecdotal records on behavior, behavior referrals, and teacher journals will be used to measure behavior. Writing portfolios and content-related unit tests will be used to measure academic change. Student journals may also be used to further assess the results of the intervention.

Chapter 4

PROJECT RESULTS

Implementation Overview

The objective of this project was to decrease disruptive behavior and improve academic achievement. In order to accomplish this objective a series of activities to address social skills, conflict resolution, improving thinking skills through reading and writing, and teaching cooperation were implemented. Procedures to enhance a caring classroom were implemented, as well.

In the original plan, the focus of the first week in September was to implement the caring climate by teaching the following three strategies: I Can't Funeral, the Shelving Strategy, and the IALAC Activity. An explanation of these strategies can be found in Appendices O, P, and Q.

Other caring projects included Dash for Trash and three seasonal caring projects. Dash for Trash involved picking up trash from the school playground twice a month, weather permitting. The three seasonal projects were done for Thanksgiving, Christmas, and Valentine's Day. The caring projects differed according to teachers and grade level. A further discussion of each project can be found in each school's description.

The month of September was also devoted to teaching the social skills and conflict resolution: six inch voices, no put-downs, encouraging, helping each other, taking turns, listening to others, reaching an agreement, and respecting the opinions of others. The social skills were to be taught for one, thirty to forty minute, teaching period twice a week. The skills were reinforced once a week while teaching thematic units in reading and writing classes. A behavior checklist was utilized during the first and final weeks of the intervention to support the researchers' findings. An example of this checklist can be found in Appendix C.

Thematic units provided the basis for improving thinking skills through reading and writing. Approximately six weeks was allotted for each unit. The thematic units were: Fantasy/Reality, Caring, Cultures/Environments, and Folktales/Myths. Each thematic unit culminated with a book related project. Student writing included journals and creative writing. Cooperative learning groups were established to enhance the thematic instruction and to teach the social skills. When time allowed, energizers and games were used to teach team work and cooperation. Three such activities can be found in Appendices I, J, and K.

Implementation of the intervention differed in each classroom. Following are explanations and deviations from the original plan.

Historical Description-School A

For the most part, the original plan was followed very closely. The caring project for Thanksgiving was to collect baby foods and send them to the women's shelter. The Christmas project was a sock drive in which the students donated a pair of any size socks. These socks were delivered to a nearby mission. The Valentine's Day project was in conjunction with Black History Month. A group consisting of two teachers and three students from another school, all of whom were African-Americans, were invited to come and share about Black history and what it meant to them.

All the social skills were taught in cooperative learning groups. The original plan called for setting up a group name and slogan. Instead, the groups were selected randomly throughout the teaching of the skills. A sample lesson plan for teaching one of these skills can be found in Appendix R. Graphic organizers were also used during this time to reinforce the social skills. They can be seen in Appendices E, F, and G. As the implementation proceeded, the month originally planned to teach the skills was extended for an additional four weeks. This was needed because of the amount of literature to be covered in the class. The skills were then reinforced on a continuous basis throughout the intervention. A game called the Name Game was played during the first two or three weeks of school to also help encourage cooperation. This game is explained in Appendix I.

The thematic units were taught without having to deviate much from the original plan and proved to be a positive part of the implementation. A book and book project were assigned along with the four thematic units to reinforce what was being taught. They were to make a diorama, biography box, and a story map. The original plan called for four projects, but only three were completed because of time. A sample of the story map can be found in Appendices L and U. The students also followed through by doing some graphic organizers to better help them understand the stories in the units. These can be found in Appendices M, N, S, T and V. At the end of each unit the students were given unit tests (Appendix MM) to assess their understanding of the material covered.

Presentation and Analysis of Results-School A

In order to assess the effects of a "Caring Classroom" on student behavior and academic performance, a student attitude survey and a behavior checklist were implemented. The data collected from these measures will be organized in such a matter that the pre-intervention survey results are compared to the post-intervention results.

The purpose of the student attitude survey was to see if student attitudes about learning changed as a result of the "Caring Classroom". The survey was given in August of 1995 and February of 1996. The results are shown in Table 4.

Table 4
Student Attitude Survey Comparisons
School A

QUESTIONS	AUGUST 1995		FEBRUARY 1996	
	YES	NO	YES	NO
1. DO YOU LIKE WORKING WITH OTHERS?	93%	7%	82%	18%
2. DO YOU ENJOY SCHOOL?	89%	11%	59%	41%
3. WHEN YOU HAVE A PROBLEM, DO YOU TALK TO SOMEONE ABOUT IT?	86%	14%	37%	63%
4. DO YOU LIKE TO READ?	83%	17%	78%	22%
5. ARE YOU A BETTER READER NOW THAN YOU WERE LAST YEAR?	83%	17%	88%	11%
6. WOULD YOU LIKE A BOOK FOR A GIFT?	83%	17%	59%	41%
7. WOULD YOU LIKE SOMEONE TO READ TO YOU?	68%	32%	30%	70%
8. DO YOU LIKE TO WRITE?	81%	19%	67%	33%
9. DO YOU WRITE IN A JOURNAL?	89%	11%	63%	13%
10. ARE YOU A BETTER WRITER NOW THAN YOU WERE LAST YEAR?	89%	11%	85%	15%

When looking at the results of Table 4, which shows the comparisons between the beginning of the implementation and the end, there is very little positive change concerning the attitudes of the targeted sixth grade class. The only positive change was question five with an increase of five percent. The other questions show definite negative results from the beginning of the implementation.

Before drawing conclusions about the effects of the intervention on student attitudes, several situations need to be considered. The students surveyed at the beginning of the implementation were just beginning the sixth grade in a middle school setting. Many things have changed for them as far as the expectations found at this level. They are expected to be more responsible, content material is more difficult, and more reading and writing is done with the content in core classes. This might be one reason why the attitudes have become more negative. Questions with the greatest decrease are those that relate to content and the level at which they are expected to read and write. Reading and writing across the curriculum is one of the many things they are beginning to deal with, making it not quite as enjoyable. The journal writing and the creative writing which was implemented in the action plan, plus all of the other demands for writing, could have resulted in negative attitudes.

Another item to take into consideration is the age of the students surveyed. They are not only dealing with changing schools, but they are beginning to deal with physical and emotional changes in their lives. More difficult expectations can cause some negative attitudes to appear in adolescent children.

One other issue that was quite significant was question number seven. Question seven stated that students did not like to be read to. There was a 38 percent drop in results from the beginning of the year. Here again, age may be considered as a prime reason for this negative response. They are older and prefer to do the reading on their own. The students might think that being read to by the teacher or another adult is a babyish thing to have done and, therefore, they would rather read with someone or read silently to themselves.

The area which showed positive attitude changes, was the question that asked if they thought they were better readers than they were last year. The improvements that are seen academically support this one positive attitude. The targeted sixth graders academic scores can be seen in Table 5 to support this data further. Therefore, even though the attitude results look very negative, the researcher must take into consideration all aspects of what is occurring at this age level, including grades. Table 5 follows on the next page so that all the data can be seen together as one grouping.

Table 5
Grade Report Comparisons
School A

STUDENT IDENTIFICATION BY LETTERS	GRADE FALL 1995	GRADE SPRING 1996	* DENOTES IMPROVEMENT
A	76	90	*
B	95	89	
C	87	91	*
D	92	91	
E	90	91	*
F	84	79	
G	95	98	*
H	94	95	*
I	92	87	
J	77	86	*
K	80	87	*
L	101	99	
M	99	92	
N	81	85	*
O	88	83	
P	99	94	
Q	81	90	*
R	93	92	
S	94	88	
T	90	97	*
U	73	77	*
V	76	88	*
W	92	87	
X	75	76	*
Y	82	80	
Z	88	90	*
AA	62	72	*
BB	93	95	*
CC	92	98	*

In Table 5, the results clearly show a definite improvement from the beginning of the intervention to the end. Out of 29 targeted students, there were 17 that improved academically which means that 59 percent of the students made a positive change in their grade. This kind of improvement in the students' grades suggests that the action plan may have had a positive affect on promoting academic success.

It is interesting to note that there were nine girls and 8 boys that showed gains. The girls gained 47 grade points and the boys gained 49 grade points.

The behavior checklist was used for a five day period in September, 1995 and for a five day period at the end of the intervention in February, 1996. Tally marks were used to indicate the number of inappropriate behaviors displayed by the students. The results were tabulated to show an increase and/or decrease in behavior problems as a result of the intervention. These tabulations are shown in Table 6. To further show comparisons, the tabulations will also be shown in Figure 5. Only the behaviors that had tallies will be listed. The numbers in the Table and the Figure are for the number of incidents that occurred.

Table 6
Behavior Comparisons
School A

BEHAVIOR-SCHOOL A	SEPTEMBER 1995 INCIDENTS	FEBRUARY 1996 INCIDENTS
Hitting	1	2
Swearing	1	0
Off Task	56	8
Taking Things	0	2
Talking Out	2	1
Tardiness	1	0
Other	9	9

As the data in Table 6 indicate, the number of discipline incidents has decreased in four of the seven behaviors. Three discipline incidents increased and one remained the same. The behavior to really take into consideration is the decrease in the number of incidents for being off task. The decrease is a significant change in this behavior from the beginning of the implementation to the end. This decrease dropped an amazing 86 percent. This decrease in being off task could relate closely to the academic success seen in Table five. Another issue to consider at this time is the fact that one of the students who had numerous tallies at the beginning of the intervention was diagnosed as being ADHD (Attention Deficit/Hyperactivity Disorder) and was placed on medication for this problem. It made a big difference in his attention in class. Behavior, especially being off task, improved after this occurred.

The total number of tallies for all behaviors at the beginning of the implementation was at 70; and the number of tallies at the end of the implementation was only 21 incidents. That is a total decrease of 70 percent. One last piece of information to keep in mind is that the number of students involved in these incidents has also decreased from the beginning of the implementation. Behavior referrals collected also support this information. A copy of the sixth grade behavior referral can be seen in Appendix LL. By looking at these data, it is feasible to say that the implementation had a positive affect and that the students improved due to the action plan decided upon by the researchers. This information is further illustrated in Figure 5 on the next page.

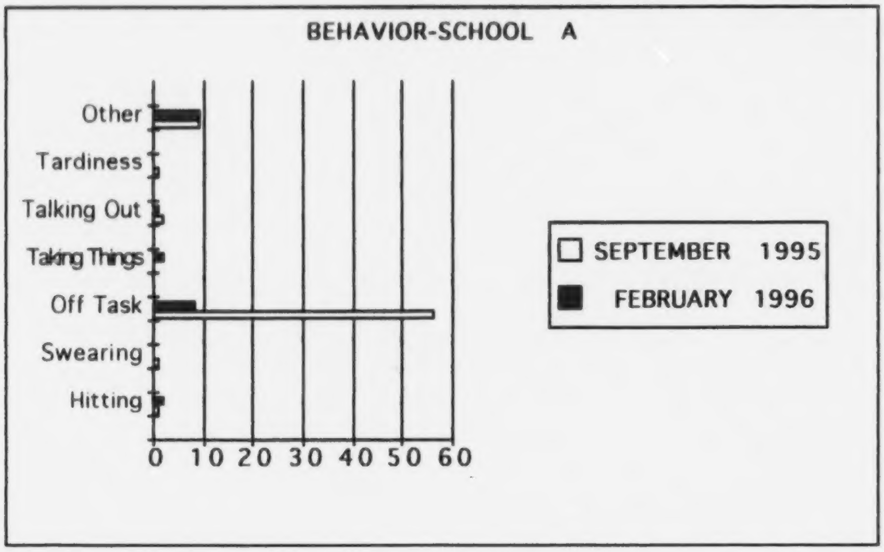

Figure 5
Comparison of Behavior Incidents

Historical Description-School B

The teacher/researcher in School B did the research on a small reading group which met for an hour and a half every day. Because of time constraints and strict curriculum guidelines of the Success For All (SFA) reading program, a few deviations from the original action plan were necessary.

Cooperation is an important component of both the SFA curriculum, and the caring community in the classroom. The students in School B were paired in cooperative groups of two. Throughout an eight week period these teams read together and completed assignments together. In addition, cooperative pairs also practiced social skills together. Each team had a daily job which consisted of paper passers, pencil passers, board cleaners, house keepers, and messengers.

Social skills were taught twice a week during the month of September. They were continually practiced and reviewed throughout the school year. The social skills of No Put-Downs, Encouraging Others, and Reaching an Agreement were taught through the process of the class completing a T-Chart (Appendix E). The social skills of Six Inch Voices, Helping Each Other, Taking Turns, Listening to Others, and Respecting the Opinions of Others were taught through role play. Each team got one or two turns to act out the social skill negatively and then, positively. Then, the students discussed why the positive behaviors were better, and how they could enhance their learning, friendships, and the climate of their "Caring Classroom".

In addition to positive role modeling, a risk-free environment was established. This was done through a couple of strategies. First, the students participated in an "I Can"t Funeral" (Appendix O). Each shared one or more things they felt they could not do. The teacher/researcher listed the things on a large piece of chart paper. The students then enjoyed tearing that piece of paper to shreds and throwing it away. A discussion followed and it was agreed that the students in this class could succeed at anything, and if tasks got hard, they would be there to help and support each other. Second, a Shelving Strategy was used quite frequently. A variation of this Strategy can be seen in Appendix P. Whenever the teacher/researcher or an observant student saw a child walk into the class with an obvious problem, the teacher/researcher or student would open up his or her pocket and let that student put his or her problem away to be forgotten until the end of class. Whoever kept the problem in their pocket would discuss the problem with the child after class. Many times the problem was forgotten altogether.

To support the caring climate, three caring projects were also implemented. The students completed three caring projects through student council activities. For example, the reading class of seven students collected a total of 31 cans for the student council Thanksgiving food drive. They were also more than willing to spend their lunch recess time making Christmas ornaments to help decorate the local park. Finally, they worked with student council as they made valentines for the patients at a nearby hospital.

Along with the caring projects, the original action plan called for four thematic units consisting of Fantasy/Reality, Caring, Cultures/Environments, and Folktales/Myths that were to be implemented in the "Caring Classroom". Through literature of the SFA reading program, all four thematic units were touched upon throughout the implementation period. For Fantasy/Reality, books such as A Chinese Cinderella were read. Many stories that were read focused on the caring theme. They learned about caring in the family, neighborhood, and schools. For the Cultures/Environments theme, the students read about China, Sweden, Nigeria, Peru, and the various cultures in the United States. They read stories such as Anasi the Spider and The Three Wishes for the Folktales/Myths theme. Book projects were also completed. Most were acted out or written together as a class book.

Presentation and Analysis-School B

The following data is based on a Success for All reading classroom. Throughout the intervention process the teacher/researcher had three changes of reading groups, one each quarter. Thus, the following information will be broken down into three sections for better understanding of how each group of children changed during the implementation of the "Caring Classroom". In all these groups, the students were assessed at the end of the quarter to see how many reading levels they had advanced. Each level pertains to approximately five stories of the reading series. The students read a new story every three days. The stories gradually become more difficult adding a new letter or sound with each one. Thus, story one is very simple, while story forty-eight, the last, is quite complex.

There are three parts to the SFA Eight Week Assessment (Appendix EE). They include reading comprehension, reading words, and phonetic spelling. In the reading comprehension section, the students are asked to read a story and answer two questions. They continue reading stories at the following levels until they reach a non-mastery level. They also read a list of words and then spell words until they are unable to advance successfully.

The pre and post-levels of where each child tested, in each section of the test, can be seen in Tables 7, 8, and 9. These three Tables are the results of three individual reading groups during the action plan implementation.

Table 7
Group I-Eight Week Assessment
School B

STUDENT	READING COMPREHENSION LEVELS		READING WORDS LEVELS		PHONETIC SPELLING LEVELS	
	PRE	POST	PRE	POST	PRE	POST
1		1		0		2
2		0		0		0
3		1		1		1
4		0		0		0
5		0		0		0
6		1		0		1
7		2		2		1

Group one consisted of seven students during the first quarter of school. Because of their extremely low concepts of print, there is no pre-level data. It was also observed by the teacher/researcher that at the beginning of the year, none of the seven students knew all of the letters of the alphabet and students four and five could not write their names. Student journals showed early level penmanship, single letter practice, copied words, scribbles, and little attempts, if any, of inventive spelling.

Behavior at the beginning of the year was unruly and attendance to work unfocused. Teacher observations noted that students one, two, three, and seven had terrible pouting problems. It seemed their attitude toward reading and school, in general, was already negative. Teaching the social skills seemed to work, but for only short periods of time. Classroom morale was low and it was difficult for students to work in a cooperative group of two for longer than five minutes at a time. Other problems such as kicking under the table, wandering around the room, calling names, and speaking out of turn were prevalent. With so many distractions, it was difficult for the teacher/researcher to teach the curriculum.

Student academics at the end of the eight weeks had improved, but only to a small degree. Three of the seven students improved one level over the eight week assessment, while one student improved two levels. The other three made no gains at all.

In summary, about half of the class learned approximately five to ten letters and sounds, and could read a story that included those sounds. Journal entries showed a small amount of improvement. At this point, the students were becoming more comfortable with concepts of print, and inventive spelling was beginning to take place.

It was observed by the teacher/researcher that behavior had also improved, but only to a small degree. The implementation of the Shelving Strategy almost always worked, but as soon as one problem was handled, another would arise. On a more positive note, by the end of the eight week period, the students were comfortable enough to work together in pairs with considerably less problems. The problems of calling names and speaking out of turn were less frequent, but others such as wandering, pouting, and kicking remained.

At the beginning of the second quarter, the teacher/researcher had a new group of eight students. The eight week assessment for this group is noted in the following Table.

Table 8
Group II-Eight Week Assessment
School B

STUDENT	READING COMPREHENSION LEVELS		READING WORDS LEVELS		PHONETIC SPELLING LEVELS	
	PRE	POST	PRE	POST	PRE	POST
1	0	2	0	2	0	3
2	2	4	2	6	1	4
3	1	5	1	6	1	5
4	0	2	0	1	0	1
5	2	6	2	6	3	5
6	2	3	1	2	1	3
7	1	3	2	4	1	3
8	1	2	1	2	1	2

As noted in Table 8, according to their eight week assessments, most students began the quarter at levels of one or two in the reading program. Two students still had no concept of print and knew only a couple of sounds. Teacher observations of student journals and writing portfolios noted wonderful inventive spelling emerging, but students were still reluctant to write. Three or four words on a page was not uncommon. Behavior was adequate from the beginning. They understood the "Caring Classroom" implementations right away. The Shelving Strategy worked well from the onset, and after social skills were reviewed, the students worked well together in cooperative groups of two. Unfortunately, problems of pouting and off-task behavior were still common. Student seven was also a handful for the teacher/researcher. Leaving the room, climbing out the window, and shutting himself in his locker, were examples of inappropriate behavior displayed.

By the end of the eight week session, many positive changes had occurred. Reading level gains of two to four levels were made by almost every student. Only one student improved less than two levels. That particular student was not at School B for the first quarter, so she missed the beginning of the reading program. She was also a "whole" reader. The strong phonetic emphasis of the SFA reading program hindered her reading. Even though she tested the lowest of the group, it was observed by the teacher/researcher that she was one of the better readers of the class. By the end of the eight week session, it was clear that the teacher/researcher had a class full of writers. When they were writing, they were well-behaved and happy. It is not surprising that there were notable gains in the quality of their writing. The teacher/researcher feels that the "Caring Classroom" played a big part in developing the students love for writing. They enjoyed writing thank you books for visitors who came to speak to the class. They also received lots of praise from the principal and other teachers as they shared their work. They loved sending letters through the school mail system to their teacher, too, knowing that she would always write them back. What was a struggle in the beginning was now a joy for students. An example of a Story Prediction can be seen in Appendix W.

Just as academics improved, so did classroom behavior. The atmosphere was calm and happy by the end of the quarter. Small problems were handled with a positive attitude. For example, instead of sending a student to the time-out chair for kicking under the table, the teacher/researcher would respond in a silly manner such as, "You know Billy, Jenny's shoe was telling me yesterday that it really hurts when you kick it on the tongue. Would you please stop?" After a little giggle, the problems seemed to cease. The behavior of student seven had also improved, but the teacher/researcher had to be very careful not to set him off in any way. Lots of responsibilities, high expectations, and encouragement usually kept him happy and on track.

At the beginning of the third quarter, the teacher/researcher started the third eight week session with ten students. The results of their assessment can be seen in Table 9. This Table may be seen on the next page.

Table 9
Group III-Eight Week Assessment
School B

STUDENT	READING COMPREHENSION		READING WORDS		PHONETIC SPELLING	
	LEVELS		LEVELS		LEVELS	
	PRE	POST	PRE	POST	PRE	POST
1	4	5	6	7	4	4
2	2	3	1	3	1	5
3	2	5	2	7	3	5
4	3	6	2	7	3	6
5	5	5	5	8	4	6
6	3	5	4	5	3	5
7	2	3	2	5	2	3
8	3	3	1	2	2	3
9	3	3	3	7	3	4
10	2	5	1	5	1	3

The teacher/researcher fought to keep her same students and not split them up because they had come such a long way together. Her wish was granted and most students remained, along with two additions.

Academically, the students were becoming more diverse with some students making more gains than others. According to the eight week assessment seen in Table 9, students tested anywhere from the second level to the fifth level in Reading Comprehension. This was not a problem because, as time progressed, the students became wonderful peer tutors and had many opportunities to help each other. Gains by the end of the quarter ranged anywhere from one level to four levels. However, the teacher/researcher notes that through her daily observations, the students tested lower than their actual reading ability. This could have been due to being unfamiliar with testing. This quarter, the students still enjoyed writing as much as ever. By the end of the quarter gains were easily noticed in their writing portfolios. Fragments became sentences, and finally paragraphs, that had more words spelled correctly as noted in Appendix FF.

Finding problems in behavior during the last quarter was not as easy as seeing improvements in writing. It was a difficult task for the teacher/researcher only because any negative behavior was hard to come by right from the beginning. Possible reasons for this might be maturity, less reading frustration, or the implementation of the "Caring Classroom. The atmosphere of the classroom was peaceful and many positive things happened. Once the students realized how wonderful it was to have no negative distractions, they saved any problems until after reading class. The Shelving Strategy became almost natural for some. The students felt free to giggle, joke, and enjoy their reading time. For example, one day it was their joke to chant "Yes Ma'm!" whenever their teacher requested something of them. (Nothing was allowed to get out of hand.) By the end of the quarter, it was noted by the teacher/researcher that the number of positive comments had greatly increased. They changed from "teacher pleasing" comments to natural caring comments. The teams of two would sometimes come together to do their writing on the carpet and rarely, did a problem occur. If one did arise, it was usually easily resolved.

Historical Description-School C-1

School C-1 began the school year as a difficult, disruptive, and hard to manage class. Consequently, the action plan was altered to reflect the needs and abilities of these students. The first week of September was devoted to the

"I Can't Funeral", the Shelving Strategy, and the IALAC Activity. The "I Can't Funeral" was made into a tape recording. The Shelving Strategy was expanded and used throughout the year to deal with anger. The children were given a shoebox and told to put the anger from their head into the box. Every time this technique was used, the child was able to smile, the anger was diffused, and the child went back to work.

Dash for Trash was not implemented with this group due to the insubordinate behavior. It was very difficult to manage this class in the classroom and the halls; it would have been nearly impossible to manage them outside. The class did create holiday cards for a local nursing home as the caring projects for November, December, and February.

The social skills taught during the month of September included: six inch voices, listening to others, and no put-downs. These skills were taught through the use of a T-Chart and by modeling the behavior. A sample T-Chart can be found in Appendix E. Since the students behaved poorly during these lessons, the other social skills from the original plan were not taught at this time. Cooperative grouping, during the fall semester, was limited to partner games for math and paired reading due to the amount of structure that was needed to keep classroom control.

The caring themes explored in this classroom, during the implementation time included: Winnie the Pooh, folktales, the olden days, Native Americans, animals and their habitats, families, dinosaurs, and friends. Five book reports, in the form of Venn diagrams and story maps, were completed during the "Caring Classroom" intervention. Samples of story maps and a Venn diagram are found in Appendices X, Y, Z and AA.

In January, the cooperative learning lessons, the IALAC Activity, and the Shelving Strategy were taught once again. This time the cooperative learning lessons were: six inch voices, encouraging others, helping each other, no put-downs, taking turns, and listening. These were the skills that were most applicable to a primary age classroom. In February, three academic task oriented cooperative learning activities were successfully accomplished.

Presentation and Analysis of Results-School C-1

The results of the Student Attitude Surveys for both School C-1 and School C-2 will be shown together in Table 10.

Table 10
Student Attitude Survey Comparisons
School C

QUESTIONS	AUGUST 1995		FEBRUARY 1996	
	YES	NO	YES	NO
1. DO YOU LIKE WORKING WITH OTHERS?	93%	7%	98%	2%
2. DO YOU ENJOY SCHOOL?	98%	2%	93%	7%
3. WHEN YOU HAVE A PROBLEM, DO YOU TALK TO SOMEONE ABOUT IT?	86%	14%	95%	5%
4. DO YOU LIKE TO READ?	90%	10%	95%	5%
5. ARE YOU A BETTER READER NOW THAN YOU WERE LAST YEAR?	83%	17%	100%	0%
6. WOULD YOU LIKE A BOOK FOR A GIFT?	93%	17%	91%	9%
7. WOULD YOU LIKE SOMEONE TO READ TO YOU?	90%	10%	91%	9%
8. DO YOU LIKE TO WRITE?	98%	2%	98%	2%
9. DO YOU WRITE IN A JOURNAL?	93%	7%	91%	9%
10. ARE YOU A BETTER WRITER NOW THAN YOU WERE LAST YEAR?	95%	5%	98%	2%

In both classes of School C, 100 percent of the students surveyed felt they were better readers this year than last year, up from a pre-intervention response of 83%. All but one of the students in both classes liked to write, liked working with others, and felt they were better writers. These post-testing categories were up two to five percent. There was a nine percent increase on talking about problems and a five percent increase on "Do you like to read?"

Conversely, the number of students who enjoyed school decreased by five percent from ninety-eight percent at the beginning of the school year to ninety-three percent in late February. Also, decreasing two to five percentage points for the pre-intervention were the categories of "Would you like a book for a gift?" and "Do you write in a journal?" Remaining the same was "Do you like to write?".

The two largest increases were in areas that were impacted by the intervention: Being a better reader and talking about your problems to others. All the yes responses were in the ninth stanine and all but two being at or about ninety-five percent.

The following chart (Table 11) shows the results of the John's Informal Reading Inventory given to students in School C-1. The test was given in October of 1995 and again in January of 1996. This test may be seen in Appendix GG. The test determines the child's independent reading level. Table 11 is shown on the next page.

Table 11
Instructional Reading Level
School C-1

STUDENT IDENTIFICATION BY NUMBERS	ASSESSMENT OCTOBER 1995	ASSESSMENT JANUARY 1996	LEVELS OF GROWTH
1-LD	R	R	0
2	R	R	0
3	R	PP	1
4	R	2	3
5-LD	R	R	0
6	R	R	0
7	R	R	0
8	R	R	0
9-ESL	R	R	0
10	R	R	0
11	R	1	3
12-ESL	R	R	0
13	R	PP	1
14	R	1	3
15	3	6	3
16-ESL	R	R	0
17	R	R	0
18	R	P	1
19	R	R	0
20	R	P	1
21	P	2	3
22	R	R	0

LD-LEARNING DISABILITY R=READINESS P=PRIMER
ESL-ENGLISH/ 2ND LANGUAGE PP=PREPRIMER 1=1ST GRADE, ETC.

Twenty-two students were given both the pretest and the post-test. Twelve students showed no improvement at all; they remained at the readiness level of learning to read. Three of those students have newly immigrated from foreign countries and have low language and comprehension skills; and two more of these students have been diagnosed with learning disabilities and attend special classes for extra help.

Four more of these students were given small group instruction for the third quarter and each progressed one reading level. This group of four made progress because they are enjoying school and they are open to the learning process. The caring classroom climate seems to give children the idea that they can succeed.

It should also be noted that some of these students are able to read better than a readiness level. At least three students, at this readiness level, would volunteer to read the second grade workbook. They were able to read multi-syllable words and were able to understand what they had read.

Five students or twenty-three percent progressed one level in reading and five more students or twenty-three percent progressed three levels in reading. In total, 45 percent showed considerable growth. Projecting these numbers over a nine month period, the students should show normal reading growth.

The children's attitudes and interest toward reading speak more loudly of academic success. Teaching through thematic units generated a great enthusiasm for reading. Anytime books were handed out to the class, the room fell silent. All that could be heard was the sound of second graders "silent" reading.

In fact, one month after the "Caring Classroom" was implemented, the school librarian complimented the class on their excellent library behavior. Last year, as first graders, this group would not even sit still for the story during library time. This year, the librarian says that these second graders are one of her best classes. They just love stories! This class has developed a strong ability for listening; the class listened to numerous chapter books during the intervention period.

In addition to the progress noted in reading, students improved in their writing skills, as documented through the use of writing portfolios. Writing samples from Fall, 1995 are clear and neatly written. However, at that time, the teacher and the classroom aide needed to take dictation to encourage student writing. Student writing samples, from this time period, also rely heavily upon following a writing pattern (see writing sample on Three Billy Goats Gruff, Appendix HH). Student responses are on or two sentences in length. Students were highly dependent upon the teacher and classroom aide for help in spelling words. The students' attitudes toward writing greatly improved.

As seen in Appendix II, the students' writing folders reflect a range of abilities. Through the encouragement and use of inventive spelling, the students have become proficient writers. The students selected their own topics and wrote on a daily basis. They are now able to express their ideas on paper without fear of failure. Every child can convey a message in writing. Writer's Workshop is a favorite activity in the classroom. Students request their writing folders and, once the folders are handed out, the room is quiet. Students get to work eagerly without the teacher prodding. The ability to hear the sound of letters impacted both reading and writing success.

Academically, this group also showed oth[illegible]igns of achievement. The quality of independent work greatly improved. Assignments were written with careful handwriting and were neat in appearance. Spelling test scores showed improvement as well. Now the majority of the class earns an "A" on Spelling tests; and one week, everyone earned an "A" !

Report card grades improved during the intervention. During the first quarter, eight students earned awards for good grades. In the second quarter, nine students earned academic awards, and in the third quarter, eleven students earned academic awards. This increase in academic achievement reflects the students' new found pride in their work.

One final anecdote clearly emphasizes the influence that a caring classroom has upon academic achievement. At the beginning of the year, one student displayed strong acting out behavior. He would not complete any assignments, even with teacher help. This student would not even pick up a pencil to write one letter. He would not even talk. Now, this student is a completely different child. He is pleasant, smiling, and cooperative. He pays attention in class and eagerly calls out answers. His mother reports that he is reading at home and he completes all his assignments.

The comparison of pre and post-intervention behavior checklists are shown in Table 12.

Table 12
Behavior Comparisons
School C-1

BEHAVIOR-SCHOOL C-1	SEPTEMBER 1995 INCIDENTS	FEBRUARY 1996 INCIDENTS
Insubordination	23	6
Put-Downs	0	2
Fighting	3	0
Hitting	20	1
Kicking	2	0
Swearing	1	0
Off Task	187	33
Taking Things	4	0
Speaking Out	158	128
Tardiness	3	0
Other	24	28

The solution strategy appears to have had a positive affect on students in School C, classroom 1, as indicated in Table 12. All of the targeted disruptive behaviors, with the exception of verbal put-downs, diminished during the intervention time. The total number of behavior incidents decreased from 425 in September to 198 in February, a total of 53 percent. In addition, eight students accounted for 177 of the behavior incidents.

The most dramatic improvement was the increase in time spent on task. The off task behaviors went from 187 to 33, a reduction of 82 percent. The other academically related behavior, speaking out of turn, improved by 19 percent.

It is important to note that the class size changed from 25 students in September to 22 students in February. Equally important to note is the change in class dynamics with the loss of a student with major behavior problems in October and another in early February. The loss of the second student in February may account, in part, for the 74 percent decrease in insubordination incidents. The physically aggressive behaviors of fighting and kicking were extinguished in February. Hitting decreased by 95 percent.

In reviewing the results for this classroom, the students' behavior improved and time on task greatly increased. The results can be further observed in the illustration found in Figure 6 on the following page.

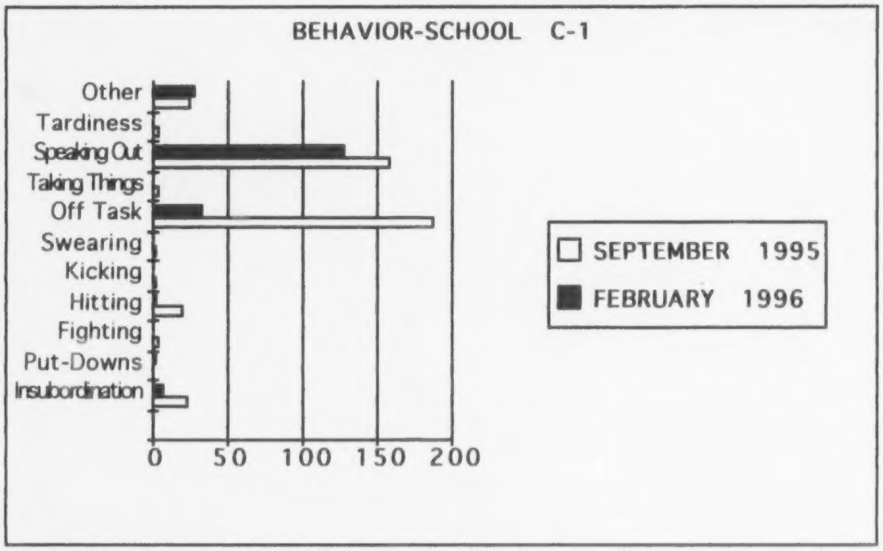

Figure 6
Comparison of Behavior Incidents

Historical Description-School C-2

The "Caring Classroom" intervention included a monthly Dash for Trash which is shown in the action plan calendar in Appendix D. This activity was made more meaningful by a Woody Owl Club recycling speaker. The children received Woody Owl Club badges after cleaning the school yard. The students seemed to feel pride in their school yard and were quite disgusted at finding certain dangerous items such as lighters and broken bottles.

The caring project in November was collecting and distributing cans for the hungry and having one can per child combined for "stone soup", paralleling the Stone Soup books they read in the classroom. The soup party was held the day before Thanksgiving. In December, the caring project was distributing an all school cookbook (Appendix BB), with pages illustrated by students, and cookbook recipes prepared for family sampling. This followed the evening holiday program. A donation to the school allowed for meat to also be given to families. There was an additional caring project added in January. This was a reading party called the "Reading Blizzard". A sample of the invitation can be found in Appendix CC and DD. Families were invited to school to receive and contribute tips on how to make reading more enjoyable and more frequent for their children. They were also given an opportunity to use and check out the Title I Living Book Computer, and check out specially purchased "World of Reading" books.

Academically, we used our "World of Reading" theme to enhance understanding of the study of five countries represented in our classroom by students. This study was enhanced by having speakers tell of their lives in three of the countries, teaching the class in greetings and the written language, and acting out native customs, including the Laotian flower dance.

February included a "You Gotta Have Heart" school/family after school gathering. While a social worker spoke to parents in one section of the gym, the other half of the gym had students making butcher paper T-shirts with designs and phrases that included positive things about themselves.

Presentation and Analysis of Results-School C-2

In School C-2, various academic assessments were used. The Reading Continuum Checklist found in Appendix JJ was felt to be most helpful. At least one level of growth was seen with all the students except a Downs Syndrome inclusion student who falls below the level of the chart and a student who has been referred for staffing. This student has been identified as a slow learner by the Reading Recovery staff and the classroom teacher.

Twenty-six percent of the group experienced one level; thirty-two percent a two level growth; and thirty-two percent a three level growth. If this growth continues at its present rate, it is projected that 70 percent of the students will be at grade level by the end of the year with 20 percent of the class above grade level. This data is reflected in Figure 7.

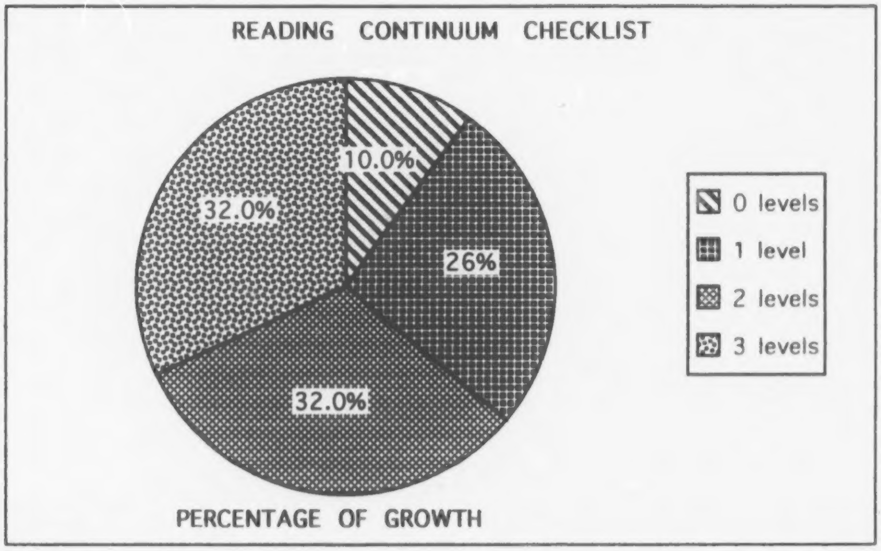

Figure 7
Student Reading Growth

Various other assessments were used to interface academic progress including Dr. Louis Ferrolli's Developmental Spelling Test which was given quarterly, teacher and student journals, quarterly awards, and anecdotal records. Ferrolli's Spelling Test can be found in Appendix KK.

The Developmental Spelling Test showed post-intervention medium to high range scores. The pre-intervention testing showed low to medium range scores. The pressure of taking the test was replaced with familiarity and confidence. When the answers were reviewed after the test and the class complimented on their progress, they, also, seemed to feel like they had exceeded expectations and were happy with themselves.

Report cards, quarterly awards, teacher and student journals, and teacher anecdotal records indicate students shifting from random activity to focus on learning materials. Teacher observation indicates much interest in reading, in particular. A group of nine students are currently involved in doing research reports on student selected topics with fourth grade buddies.

Table 13
Behavior Comparisons
School C-2

BEHAVIOR-SCHOOL C-2	SEPTEMBER 1995 INCIDENTS	FEBRUARY 1996 INCIDENTS
Insubordination	2	0
Put-Downs	4	0
Fighting	3	1
Hitting	5	1
Kicking	1	0
Off Task	6	6
Speaking Out	15	4
Tardiness	2	0
Other	1	1

In order to assess the "Caring Classroom" and cooperative learning positive effect on student behavior, a five day tally of pre- and post-behavior incidents were aggregated as seen in Table 13 .

The class increased by five students and lost one, making the class composition of 18 in August grow to a class of 21 in early March. Student to student behavior incidents, consisting of the verbal and physical categories, decreased by five percent. Incidents connected with academic tasks remained approximately the same, with the total number of incidents in both physical and academic task categories decreasing by two-thirds. To see the results in a different light, the data has been compiled in the illustration in Figure 8.

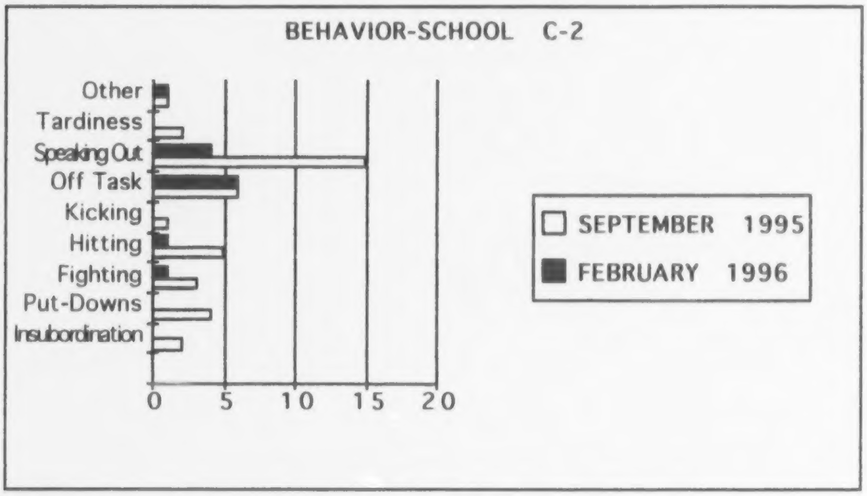

Figure 8
Comparisons of Behavior Incidents

Conclusions and Recommendations-Schools A, B, and C

Based on the analysis of the data from student behavior checklists, the students showed a noteworthy improvement in behavior. Anecdotal records and teacher journals supported this improvement. According to teacher observations, the social skills and the implementation of the "Caring Classroom" climate appeared to impact both behavior and academic achievement. Less teacher time was spent mediating problems and this resulted in a reduction in the number of interruptions in the learning process. The Social Skills, such as six inch voices, were conducive to a more cooperative learning atmosphere. In addition, the thematic units enhanced interest in reading which decreased off task behavior and improved academic success.

The caring classroom, coupled with social skills implementation, is strongly recommended for the reason that it appears to enable the students to work together and advance their learning. Planning time is necessary for teaching the social skills one at a time. It was an effective strategy to teach the targeted social skills by having students model the wrong procedure to follow and then model the right procedure. This helped the entire class understand the skill. The skill was then practiced in a learning activity. Consequently, classmates would let each other know when a social skill was not being used; they would point out that there was a better way to work together in a kindly manner. Teachers also found it worthwhile to spotlight the skill by using teacher observation to show how well the group members were doing in using the social skill.

The cooperative group sizes varied with age and learning activity. Groups of three or four students worked well in sixth grade, while a pair, termed a working buddy, seemed more successful in both first and second grade classrooms. A certain amount of dissatisfaction occurred when groups were selected by the teacher. It was best to stay with this combination so the grouping would be balanced even though there were complaints. In handling the "I don't want to's" it was important to emphasize the benefit of having a chance to work with someone new and learn from each other. The flip side of this is students did not form cliques as much and built camaraderie amongst new classmates. The entire class seemed more cohesive.

Because the teachers found that the students had a difficult time finding an effective way of handling anger or conflict, the "Caring Classroom" was effectively enhanced by IALAC (Appendix Q), the social skills, and the Shelving Strategy (Appendix P). This helped resolve some of the anger and conflict.

Variations in classroom teaching situations and in class make-up made it necessary to alter some of the strategies. These recommendations follow:

School A had very few deviations as stated, therefore, very little was changed to make the implementation work for the targeted sixth grade class. This project was very well-suited to the middle school age and for a departmentalized teaching situation. The age of the students and the grouping was a plus. At this age they need to have the social skills taught, and they need to feel they are helping others by doing the caring projects. They responded well intellectually and the projects gave them self-worth. Working in groups was definitely something the students enjoyed because of the ability to socialize and visit with others. Also, just teaching Literature Composition made it easier to focus on the goals of the plan and implement the plan through reading and writing.

However, there are a few suggestions to take into consideration when implementing this action plan. First of all, time elements played an important role in the implementation. More time will be needed to teach this age group because the length of the lesson plans needed to teach the skill were more in depth and required extra activities to really make it effective. Again, a lesson plan can be viewed in Appendix R. Second, acclimating students to the regular classroom routine pushed back the anticipated intervention schedule. Not only did the class have to complete certain requirements of the Language Arts curriculum, they were involved in other activities that took them away from the regular class time, plus, the additional activities for implementing the action plan. A longer intervention time might address these problems. One other problem that was noticed was the fact that the students being targeted were not in the researcher's homeroom making it difficult to collect behavior referrals and keep track of incidents that might have occurred elsewhere. Without the help of the other sixth grade teachers these referrals would have been unavailable to the researcher.

If the caring projects were to be used in the sixth grade again, they would be geared more towards creative writing. Making cards or writing to people in nursing care facilities would be a better choice for this age group. They enjoy this type of activity more than just collecting items to be sent somewhere. It is more personable and shows more ownership. Also, keep in mind that self-report data in survey form is of questionable value when working with children in the pre-adolescent stage. Self concepts and the ability to have insight into their behavior is not well established.

School B used the caring classroom project with a small group tutoring situation. Some elements of the "Caring Classroom" intervention were not well-suited for this structure. Cooperative learning groups and task groups were difficult to use due to the structure of the reading program. The Success for All program calls for teachers to follow a rigid time schedule and a teaching script. Cooperative learning, in the group form, did not fit this mold. It was possible to use cooperative learning pairs; and the social skills were helpful in developing a cooperative classroom atmosphere.

As mentioned, the Success for All tutor must follow a script for teaching. Consequently, the thematic units did not fit very well into this time structure. However, for teachers in a similar situation, the caring classroom part of this intervention is still highly recommended. The caring atmosphere helps the teacher use more patience in working with the students and helps the students use more kindness in working together.

School C-1 utilized the caring structure with a challenging group of students who displayed major behavior problems. After unsuccessfully trying to teach social skills in this atmosphere, it is recommended that teachers add structure to their daily routines and behavior expectations before attempting this part of the intervention. The students were more susceptible to the social skills strategies after the disruptive mode of behavior was calmed. It took months before the classroom behavior showed any marked difference. Consequently, this group fell behind in the implementation time schedules shown in the calendar in Appendix D. However, once a caring bond was established in the classroom, the social skills encouraged more caring.

The cooperative learning groups failed, with this group, at the beginning of the intervention. This, again, was due to disruptive behavior. Once the structure had been established, it was possible to work in cooperative groups. With this disruptive classroom, the cooperative groups finally worked in February of 1996. At that time, it was possible to see how the cooperative groups, again, carried the caring theme further.

The thematic units strongly affected these primary students' desire to read. The themes chosen for this project reflected caring themes. However, using any type of theme is recommended due to the amount of student interest that is generated. Thematic units allow the children to become immersed in learning. Their ideas expand, and they seem to take more responsibility for their learning as they make connections between ideas. The thematic units, therefore, created a bond and created a caring learning community.

The most powerful element in this intervention was the implementation of the "Caring Classroom". Communicating respect and developing a sense of belonging helped this group of difficult behavior problems become eager learners. Literature played a strong part in creating this bond. The first story that this class responded to positively was Three Cheers for Tacky written by Helen Lester. The story reflects a caring theme which softened the tough class attitude. This book was read many, many times during the year. It was the beginning of establishing that caring bond. Therefore, it is recommended that teachers use literature to establish a bond with the children.

In School C-2 the caring projects seemed to put into practice caring about others and their needs. The caring projects, such as inviting families to a "Stone Soup" party at Thanksgiving time, were hard to follow through. It was felt, though, that the benefits outweighed the disadvantages because the activities improved the closeness of the group and provided the students with ideas for future "good deeds".

It was beneficial to start the year with the implementation of the "Caring Classroom" and the teaching of the social skills because it helped build cohesiveness in the classroom. It also peaked an interest in learning. It was easier for the teacher and class to take situations lightly without getting at one another's throats. Extra time in setting up the "Caring Classroom" proved to be worthwhile in the long run, even with the effort of teaching the social skills, caring projects, and extra planning for use with cooperative groups. Both the teacher and the student benefited behaviorally and academically from this intervention.

In conclusion, the "Caring Classroom" project can be easily molded to fit any type of instructional situation. The thematic units and cooperative learning strategies enhanced the project, yet at the same time, did not hinder the effects of the strategy if altered. Altering the time schedule for the cooperative learning and thematic units also does not seem to diminish the effectiveness of the "Caring Classroom".

It seems to be most important to establish a caring bond within the classroom culture. In some cases, as with a challenging group of students, this bond will take longer to form. Once this bond is established, the caring theme takes hold upon the learning community and it fosters academic success and cooperation. It is highly recommended, to all teachers, to reach out to their students and develop this caring bond.

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APPENDIX A

TEACHER SURVEY

INDICATE TO WHAT DEGREE THE ISSUES LISTED BELOW AFFECT LEARNING IN YOUR CLASSROOM.

	NOT AT ALL	SOMEWHAT	VERY MUCH
Physical Aggression	_____	_____	_____
Racial Tension	_____	_____	_____
Lack of Social Skills	_____	_____	_____
Lack of Parental Involvement	_____	_____	_____
Verbal Put-Downs	_____	_____	_____
Insubordination	_____	_____	_____

APPENDIX B

STUDENT ATTITUDE SURVEY

1. Do you like working with others?	☺	☹
2. Do you enjoy school?	☺	☹
3. When you have a problem, do you talk to someone about it?	☺	☹
4. Do you like to read?	☺	☹
5. Are you a better reader now than you were last year?	☺	☹
6. Would you like a book for a gift?	☺	☹
7. Would you like someone to read to you?	☺	☹
8. Do you like to write?	☺	☹
9. Do you write in a journal?	☺	☹
10. Are you a better writer now than you were last year?	☺	☹

BEHAVIOR OBSERVATION CHECKLIST

Date: ________

BEHAVIOR														
Insubordination														
Verbal Put-Downs														
Fighting														
Hitting or Pushing														
Kicking														
Swearing														
Off Task														
Taking Things														
Speaking Out Of Turn														
Tardiness														
Other:														

APPENDIX D
CALENDAR FOR ACTION PLAN

AUGUST 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 TEACHER'S INSTITUTE (E)	24 TEACHERS INSTITUTE (W) SCHOOL BEGINS (E)	25 TEACHERS INSTITUTE (W)	26
27	28 IMPLEMENTATION OF THE CARING CLIMATE SCHOOL BEGINS (W)	29 PASS OUT TEACHER SURVEY	30	31		

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APPENDIX D CONTINUED

SEPTEMBER 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 LABOR DAY NO SCHOOL (R W)	5 THEME UNIT #1 I CAN'T FUNERAL 6" VOICES	6 SHELVING STRATEGY BEGIN ASSESSMENTS AND CHECKLISTS	7 IALAC NO PUT DOWNS	8 DISTRIBUTE STUDENT SURVEY	9
10	11	12 ENCOURAGING	13	14 HELPING EACH OTHER	15 DASH FOR TRASH	16
17	18	19 TAKING TURNS	20	21 REACHING AN AGREEMENT	22	23
24	25	26 LISTENING TO OTHERS	27	28 RESPECTING THE OPINION OF OTHERS	29 DASH FOR TRASH	30

APPENDIX D CONTINUED

OCTOBER 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 COLUMBUS DAY NO SCHOOL (R W)	10 TEACHERS INSTITUTE (R)	11	12	13 DASH FOR TRASH BOOK PROJECT #1 DUE	14
15	16 THEME UNIT #2	17	18	19	20	21
22	23	24	25	26	27 DASH FOR TRASH END OF QUARTER (R W)	28
29	30	31				

NOVEMBER 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 PARENT/ TEACHER CONFERENCES (R W)	10 NO SCHOOL (R W)	11
12	13 BEGIN COMMUNITY CARING PROJECT FOR THANKSGIVING	14	15	16	17 DASH FOR TRASH	18
19	20	21	22	23	24 BOOK PROJECT #2 DUE	25
26	27 THEME UNIT #3	28	29	30		

APPENDIX D CONTINUED

DECEMBER 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	
3	4	5	6	7	8	
10	11 BEGIN COMMUNITY CARING PROJECT FOR CHRISTMAS	12	13	14	15	
17	18	19	20	21	22 NO SCHOOL (R W)	23
24 31	25 CHRISTMAS (NO SCHOOL (R.W)	26 NO SCHOOL (R.W)	27 NO SCHOOL (R.W)	28 NO SCHOOL (R W)	29 NO SCHOOL (R W)	

APPENDIX D CONTINUED

JANUARY 1996

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 NEW YEARS DAY NO SCHOOL (R W)	2 NO SCHOOL (R)	3	4	5	6
7	8	9	10	11 END OF QUARTER (W)	12 END OF QUARTER (R) TEACHER'S INSTITUTE (W)	13
14	15 M.L. KINGS BIRTHDAY NO SCHOOL (R W)	16 TEACHERS INSTITUTE (R)	17 BOOK PROJECT #3 DUE	18	19	20
21	22 THEME UNIT #4	23	24	25	26	27
28	29	30	31			

FEBRUARY 1996

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 BEGIN COMMUNITY CARING PROJECT FOR VALENTINE'S DAY	6	7	8	9	10
11	12 LINCOLN'S BIRTHDAY NO SCHOOL (K-6)	13	14	15	16	17
18	19 POST BEHAVIOR CHECKLIST (19-23)	20	21	22	23	24
25	26	27	28	29 BOOK PROJECT #4 DUE		

APPENDIX E

T-CHART GRAPHIC ORGANIZER

Looks Like	Sounds Like

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APPENDIX F

PMI GRAPHIC ORGANIZER

P+	
M–	
I?	

BEST COPY AVAILABLE

APPENDIX G

AGREE/DISAGREE GRAPHIC ORGANIZER

Agree/Disagree Chart

Statement	Before		After	
	Agree	Disagree	Agree	Disagree
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

APPENDIX H

SOCIAL SKILLS LESSON PLAN FORM

SOCIAL SKILL LESSON PLAN FORM

Lesson Objective:	**Hook:**
Teaching:	
Practice:	
Observation:	**Reward/Celebration:**

APPENDIX I

NAME GAME/GROUP JUGGLING

THIS CAN BE A VERY FUN, VERY COMPLICATED GAME! IT BEGINS WITH ONE TENNIS BALL. EVERYONE SHOULD BE IN A CIRCLE. TELL EVERYONE THAT YOU WILL BE TOSSING THE BALL TO SOMEONE ACROSS THE CIRCLE FROM YOU. AS YOU TOSS THE BALL YOU WILL SAY, "HERE YOU GO, ________________." (THE PERSON"S NAME YOU ARE THROWING THE BALL TO SHOULD BE FILLED IN ON THE BLANK LINE.) AS THEY CATCH THE BALL, THEY SHOULD RESPOND WITH, "THANK YOU, ________________." (THE NAME OF THE PERSON WHO THREW THE BALL SHOULD BE FILLED IN ON THE SECOND BLANK LINE.) THIS PERSON WILL THEN TOSS THE BALL TO ANOTHER PERSON IN THE CIRCLE USING THE SAME COMMENTS AND RESPONSES. (ASK THAT PEOPLE REMEMBER WHO THEY TOSSED THE BALL TO.) THE BALL SHOULD BE TOSSED UNTIL EVERYONE IN THE GROUP HAS CAUGHT AND TOSSED, WITH THE BALL ENDING UP BACK IN THE HANDS OF THE PERSON WHO STARTED. NOW TELL THE GROUP THEY HAVE TO ACCOMPLISH THE TASK IN TEN SECONDS OR LESS. AFTER THEY HAVE ATTEMPTED THIS, IT IS TIME TO INTRODUCE TWO MORE TENNIS BALLS INTO THE GAME. AGAIN, THE BALLS SHOULD FOLLOW EACH OTHER THROUGH THE SAME "FLIGHT" PATTERN, WITHOUT TOUCHING THE GROUND, AND WITHIN TEN SECONDS OR LESS!

APPENDIX J

HULA HOOPS

FORM A CIRCLE AND HOLD HANDS. ONE PERSON TAKES A LARGE HULA HOOP, PLACES IT OVER THE HEAD AND ONE ARM AND PASS IT AROUND THE CIRCLE WITHOUT BREAKING HANDS. REPEAT AND SEND ANOTHER HULA HOOP IN THE OPPOSITE DIRECTION. THIS ENERGIZER TEACHES GREAT TEAM WORK AND PROMOTES ENCOURAGING OTHERS.

APPENDIX K

MANY FRIENDS/INCLUSION-EXCLUSION

ALL BUT ONE PERSON SHOULD BE SITTING ON CHAIRS IN A CIRCLE. ONE PERSON SHOULD BE STANDING IN THE MIDDLE OF THE CIRCLE. THE PERSON STANDING SAYS, "I LIKE EVERYONE IN THE GROUP, BUT I ESPECIALLY LIKE THOSE WEARING... I.E., (GYM SHOES!") EVERYONE WEARING GYM SHOES MUST CHANGE SEATS AND THE PERSON STANDING ATTEMPTS TO GET A SEAT. REPEAT AS OFTEN AS YOU WANT.

APPENDIX L

STORY MAP GRAPHIC ORGANIZER

STORY MAP

Title and Author:

Setting:

Characters:

Main events in the plot:

1.
2.
3.
4.

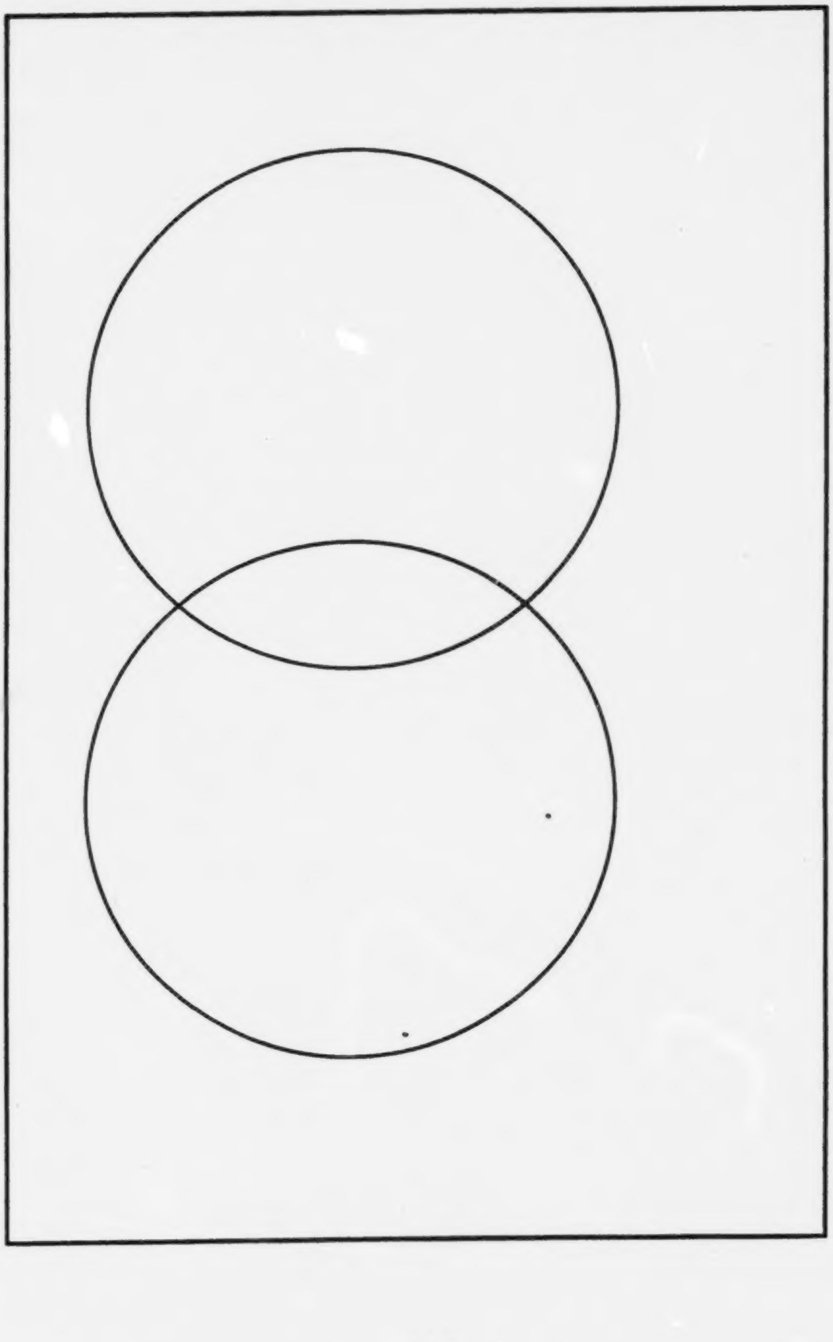
Conflict faced by the characters:

Solution to the conflict:

Story's message to me:

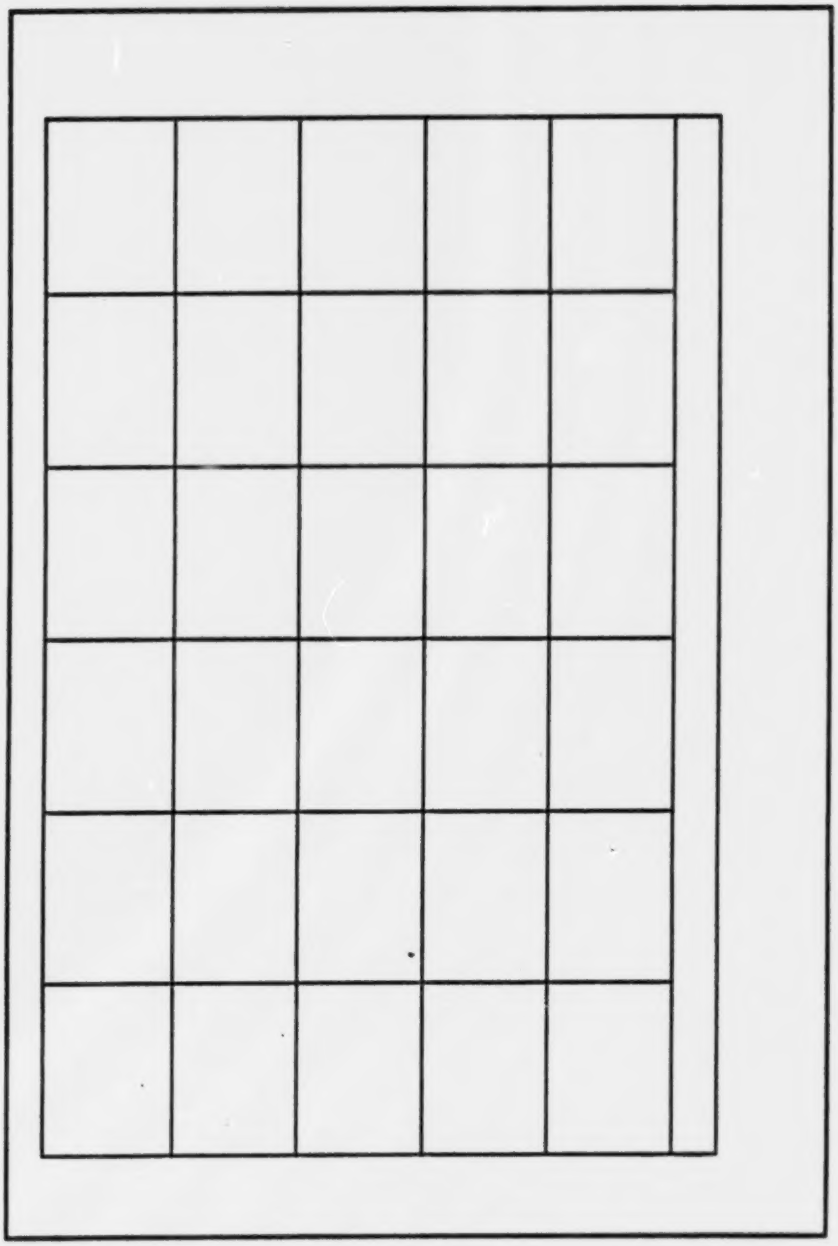
APPENDIX M

VENN DIAGRAM GRAPHIC ORGANIZER



APPENDIX N

MATRIX GRAPHIC ORGANIZER



APPENDIX O

I CAN'T FUNERAL

TIRED OF HEARING YOUR STUDENTS SAY "I CAN'T". BUY A CASKET AT AT PARTY GOODS STORE OR YOU CAN EVEN USE A BOX. HAVE THE STUDENTS LIST ON A PIECE OF PAPER ALL THE THINGS THEY THINK THEY CAN'T DO THAT IS SCHOOL RELATED. WHEN THEY ARE FINISHED THEY CAN THROW THEIR FOLDED PAPERS INTO THE CASKET OR THE BOX. YOU CAN THEN BURY IT OUTSIDE OR YOU CAN STORE THE BOX. AFTERWARD, EXPLAIN THAT ONLY SUCH WORDS AS "I CAN" OR "I'LL TRY" CAN BE SPOKEN IN THE ROOM. IF YOU STORED THE BOX, TAKE IT OUT AT THE END OF THE YEAR AND SEE HOW THEY HAVE IMPROVED THROUGH OUT THE YEAR.

APPENDIX P

SHELVING STRATEGY

EXPLAIN TO THE STUDENTS THAT SHELVING IS A STRATEGY TO HELP FOCUS ON WHAT IS BEING TAUGHT. TALK ABOUT ALL THE PROBLEMS THAT CAN OCCUR BEFORE COMING TO SCHOOL IN THE MORNING OR THE PROBLEMS THAT SOME KIDS HAVE TO DEAL WITH ON A DAILY BASIS. GIVE EXAMPLES SUCH AS: I WAS LATE GETTING UP, MY MOM YELLED AT ME, MY BROTHER HIT ME AND MADE FUN OF ME, I HEARD MY PARENTS ARGUING AND FIGHTING, MY DOG IS LOST, AND EVEN PROBLEMS LIKE: MY PARENTS ARE GETTING A DIVORCE AND SO FORTH. AFTER YOU HAVE DISCUSSED THESE TYPES OF THINGS, EXPLAIN TO THE STUDENTS THAT EVEN THOUGH THEY HAVE PROBLEMS, THEY CAN PLACE THEM ON A SHELF LIKE BOOKS FOR THE WHOLE DAY SO THAT THEIR MIND IS CLEAR AND THEY ARE ABLE TO CONCENTRATE ON LEARNING. MAKE SURE THAT THEY UNDERSTAND THAT THEIR PROBLEMS ARE REAL AND VERY IMPORTANT, BUT THEY CAN LEAVE THEM ON THE SHELF WHILE THEY ARE AT SCHOOL; AND THEN THEY MAY PICK THEM BACK UP AT THE END OF THE DAY.

APPENDIX Q

I AM LOVABLE AND CAPABLE

(Name), age ________ , woke up one school morning looking at his/her pajama top. _______ saw a giant, neon sign. It flashed on and off, IALAC. _______ knew at once this meant "I Am Lovable And Capable." _______ dressed and ran quickly to the kitchen. _______ was very excited. Before _______ could speak, _______ sister said, "You pea-brain, (rip off a corner of the sign) what did you do with my new jacket?" "Nothing," ______ said. "Man," whined _______ sister, "_______ is a jerk." (rip) "_______," said _______ unhappy mother. "You oughta know better. Why can't you use your brain (rip) once in a while. Your big brother would never do nothing so stupid." (rip) "But Mom," ________ said, "I . . . ." "Don't sass me back," said _____ mother. "You are such a smart mouth." (rip) _______ saw _______ sister smurking. "Smart mouth, smart mouth." (rip, double rip)

By the time _______ left for the school bus, one-half of IALAC was ripped. On the school bus, George Burns said _______ was an idiot (rip), cry baby and jerk (rip). ______ sister laughed each time. (triple rip)

In the first class period, Mrs. Smartzolla asked to put _____ homework problem on the board. ______ forgot a (name item) in the formula. "_______," she moaned, "how slow can you be? I've told you a thousand times." (rip)

In language arts, Mr. Thomas barked at ______ for getting the lowest score on the vocabulary quiz. (rip) He read how _______ had misspelled _________ to the whole class and said sarcastically, "I guess no one could ever accuse you of a gorgative brain." (rip) Everyone laughed. (rip)

By the end of the day, _______ went home with a very small IALAC sign. _______ was very upset.

> The next day, _______ woke to find IALAC on _______ pajamas, but very small. _______ hoped that today would be better. _______ wanted to keep his/her IALAC so much.
>
> (Continue this story with additional IALAC demolition.)

After the story, place students into groups of five, each group with one piece of 3" x 5" newsprint and a marker. Appoint a recorder in each group to write down all the different ways they have their IALACs ripped. After five minutes, ask several recorders to share samples.

Instruct the groups to make a second list: What things can they do or say to increase people's IALACs? After five minutes, ask for samples.

Ask each group to pick the three best IALAC builders from its list. Make an unduplicated class list to hang in the classroom.

To process affectively, have students finish the following statement:
It feels good when . . . .

To process socially, ask students to take time today to use positive statements with a family member.

To process cognitively, post the encouragement T-chart and discuss how the class can use it to build each other's IALACs. On succeeding days, use these ideas for practice.

To process metacognitively, ask students to discuss:

what they did well in the groups, and

what they would do differently next time to help their groups.

APPENDIX R

SOCIAL SKILLS EXAMPLE LESSON PLAN

SOCIAL SKILL LESSON PLAN FORM

Lesson Objective:
Introducing and teaching the Social skill of
ENCOURAGEMENT

Hook:
Do a role play using a student as the one you are encouraging. This can be done to show non-encouraging role play.

Teaching: T- Chart Encouragement

Sounds Like	Feels Like or Looks Like
Great Job!	Pat on the back!
Way to Go!	Thumbsup sign!
That's a terrific idea!	Silent Clap!

Practice:
Each group comes up with a mini-play or role play to show this social skill or not showing the social skill

Observation:
Discuss and talk about what was observed in each play. Use a T-Chart on the Overhead if needed.

Reward/Celebration:
Each group who shows positive feedback for the social skill may receive a merit or free computer time.

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APPENDIX S

SAMPLE GRAPHIC ORGANIZER LESSON PLAN

Lesson Plan- Graphic Organizer
Subject- Literature Composition
Grade- 6
Story- "Dragon, Dragon"
pgs. 166-174
Objective of Lesson- Identification of important parts of a story

After the story is read and discussed in class, the students are to complete a graphic organizer called a "Story Map". The directions for the assignment are to complete the Story Map by filling in the appropriate information. When they finish, they will be divided into groups and they will compare their answers with the others in their group. We will then put a Story Map on the overhead and fill it in with the information the students shared in their groups.

APPENDIX T

SAMPLE GRAPHIC ORGANIZER LESSON PLAN

Lesson Plan- Graphic Organizer
Subject- Literature Composition
Grade- 6
Objective- Compare and Contrast two fantasy stories-- "Dragon, Dragon" and "Nana Miriam"

Students have already read the two stories. We have done several activities with "Dragon, Dragon", and have listened to dramatizations of both stories. In groups of four, the students will review both stories; and using a Venn Diagram they will compare and contrast the two fantasy stories. After each group has completed their diagram each group will share their findings.

APPENDIX U

STUDENT SAMPLE OF STORY MAP BOOK REPORT

Very Well Done!

STORY MAP

Title and Author: Charlie and the Chocolate Factory
By: Roald Daul

Setting: This story takes place in a small village also another scene takes place in the chocolate factory.

Characters:
1. Charlie - Young, skinny, enthusiastic
2. Charlie's Grampa Joe - nonreliable, old, loving
3. Willi Wonka - Hyper, happy, athletic

Main events in the plot:

1. Charlie finds the gold wrapper in the chocolate package.
2. Charlie chooses his grampa Joe to go with him to the factory.
3. Charlie is the only child left of the 4 other children.
4. Charlie gets the Chocolate Factory from Willi Wonka.

Conflict faced by the characters: Charlie has to not touch the candy or chocolate unless he is asked to.
Will he find the lucky wrapper?

Solution to the conflict: He listens to his Grampa Joe's advice and does just what he wants

Story's message to me: The message to me is to be honest and don't anything

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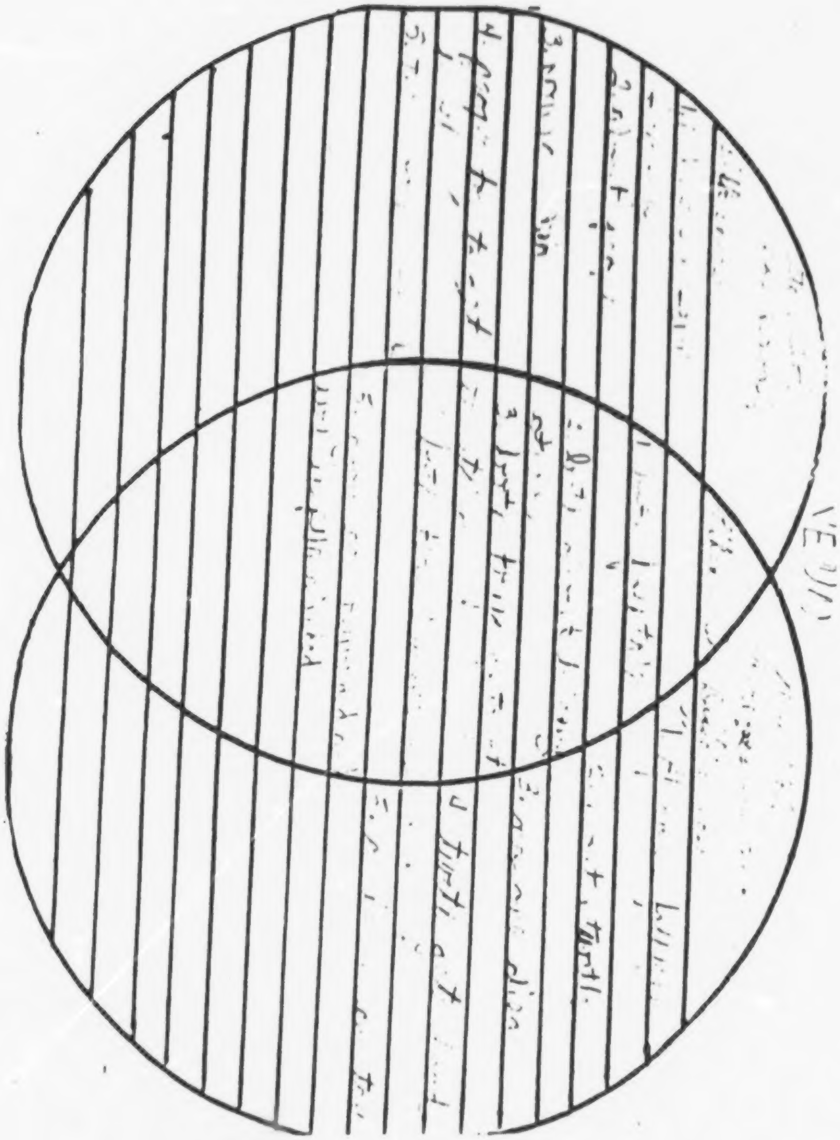
APPENDIX V

STUDENT SAMPLE OF VENN DIAGRAM



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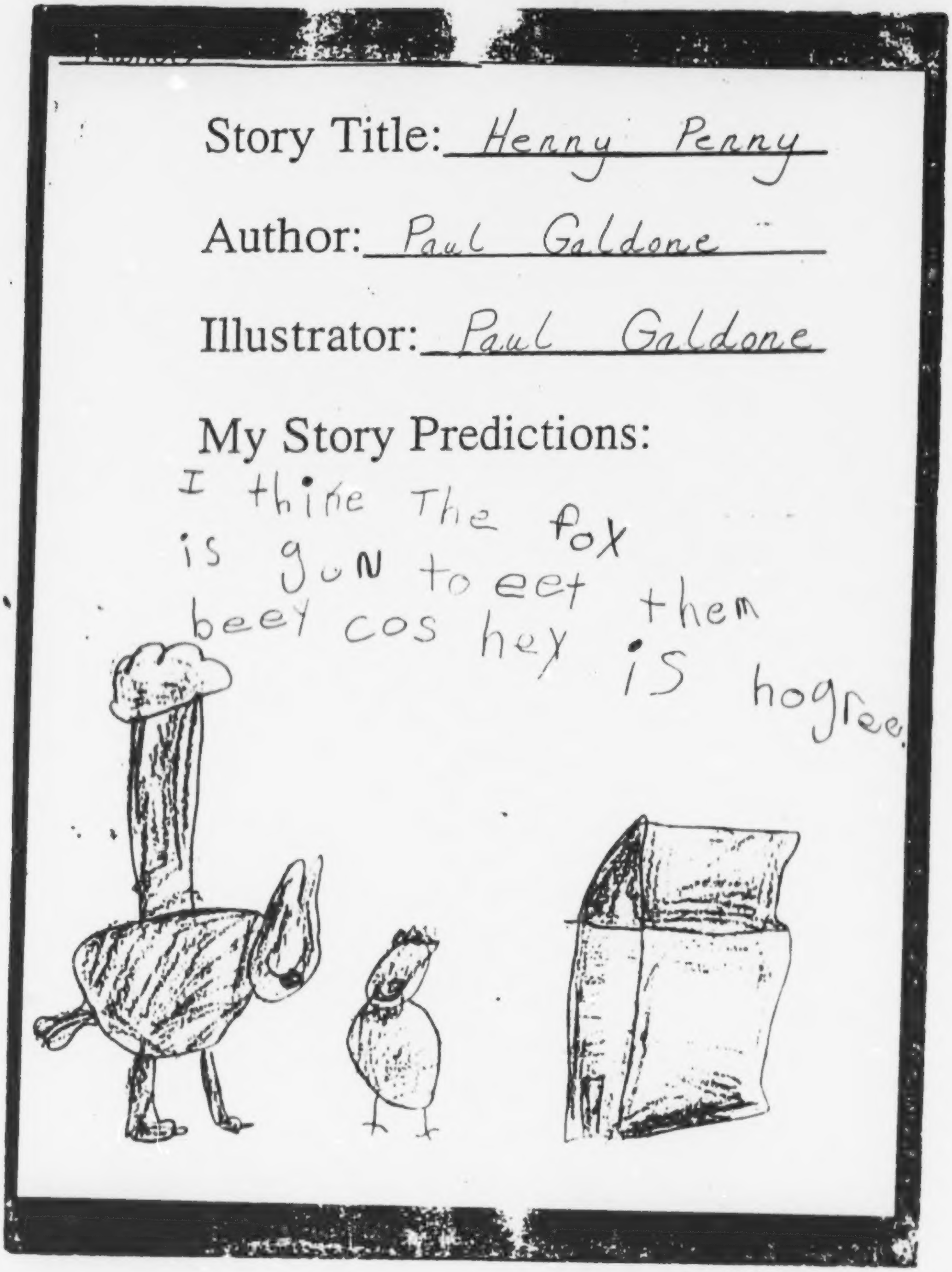
APPENDIX W

STORY PREDICTION SAMPLE



Story Title: Henny Penny

Author: Paul Galdone

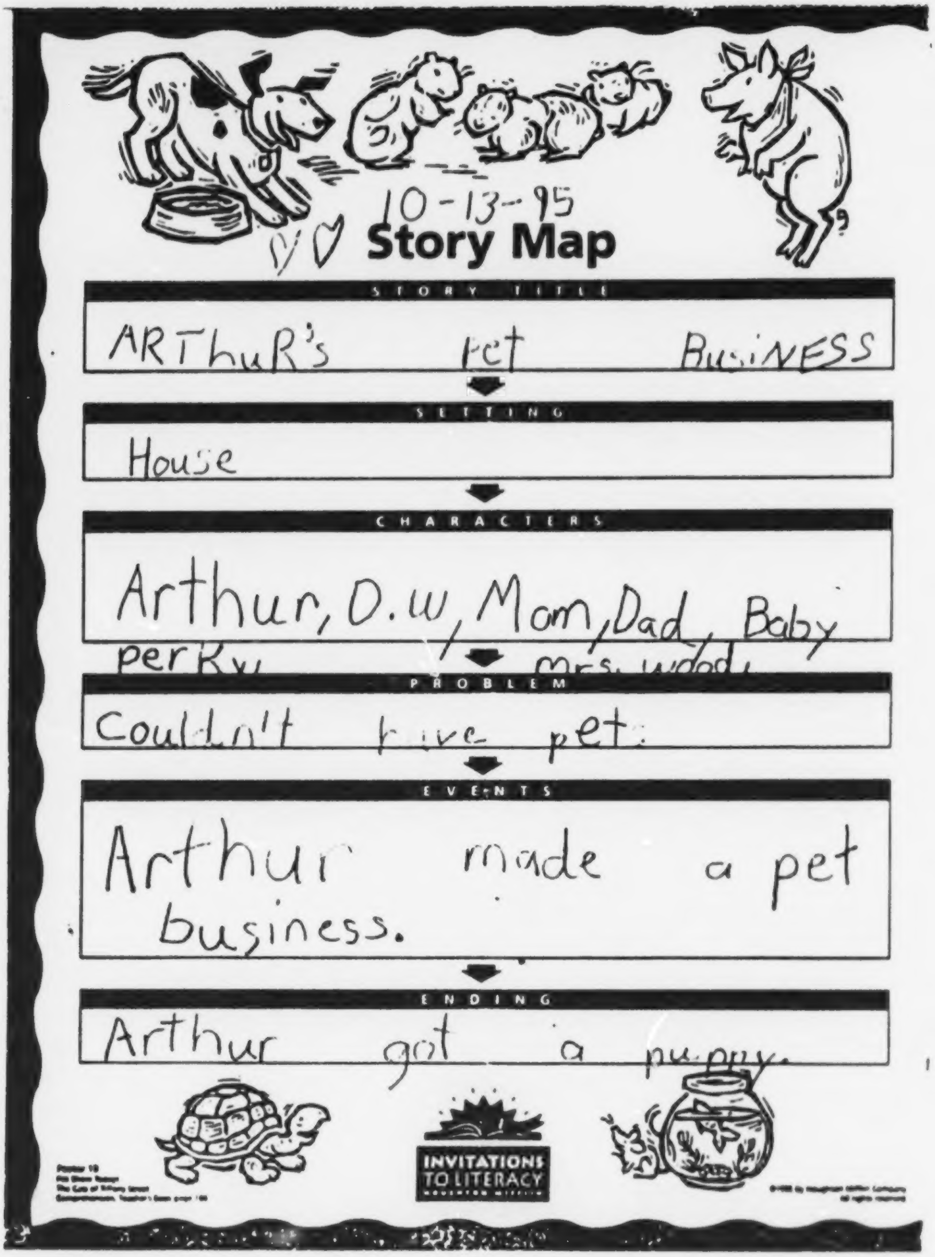
Illustrator: Paul Galdone

My Story Predictions:

I thike The fox is guN to eet them beey cos hey is hogree.

APPENDIX X

STORY MAP SAMPLE



10-13-95

Story Map

STORY TITLE

ARThuR's pet BusiNESS

SETTING

House

CHARACTERS

Arthur, O.w, Mom, Dad, Baby
perky, Mrs. wood,

PROBLEM

Couldn't have pet:

EVENTS

Arthur made a pet business.

ENDING

Arthur got a puppy.

INVITATIONS TO LITERACY

APPENDIX Y

STORY MAP SAMPLE

STORY MAP

Title and Author:
by H [illegible] hreech [illegible] Tacky,

Setting:
Tacky, Goodly, Neatly, Perfect, Angel, Lovely.

Characters:
Antarctica

Main events in the plot:
1. They s[illegible] the sign for a cheering contest
2. practice
3. They go to the contest
4. they [illegible]

Conflict faced by the characters:
Tacky made mistakes.

Solution to the conflict:
He [illegible] and the judges liked it.

Story's message to me:
It is okay to be different.
It is okay to make mistakes.

APPENDIX Z

STORY MAP SAMPLE

1-3-96

Animal Tracks

Topic: animal tracks

Main iDea: Some animals leave signs other than footprints

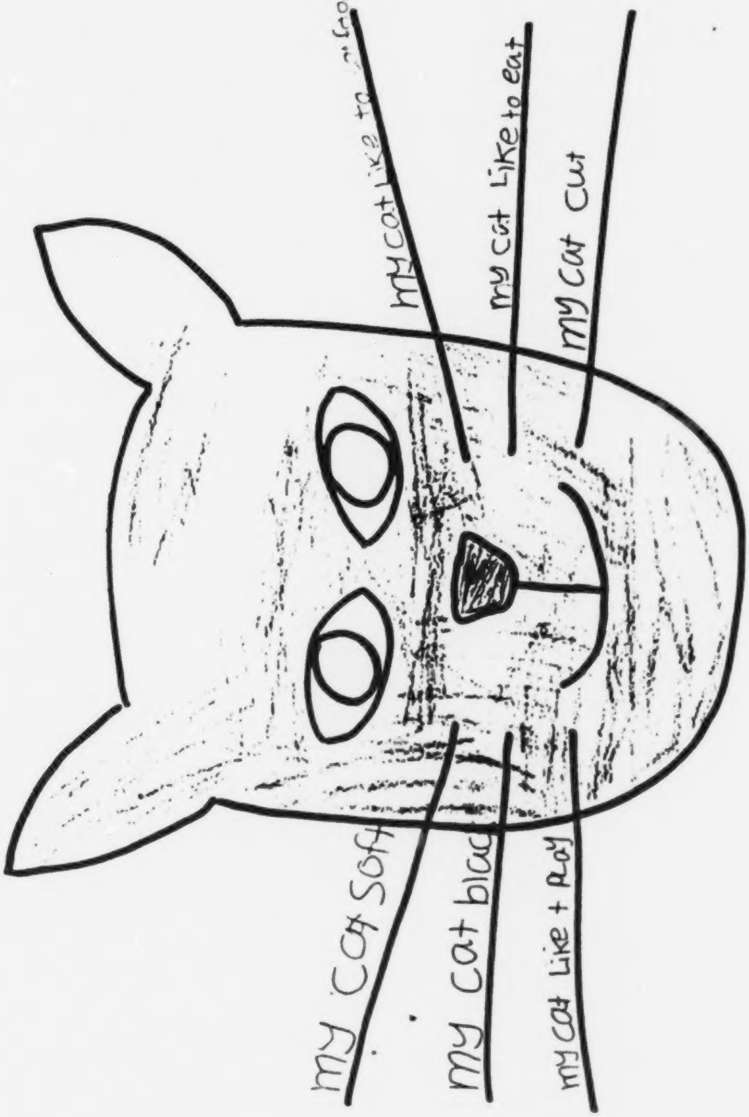
1. porcupines chew trees

2. bear scratch trees

3. beavers makes teeth markes on trees

APPENDIX AA

VENN DIAGRAM SAMPLE


my cat like to Good
my cat Like to eat
my cat cut
my cat soft
my cat black
my cat Like + Play

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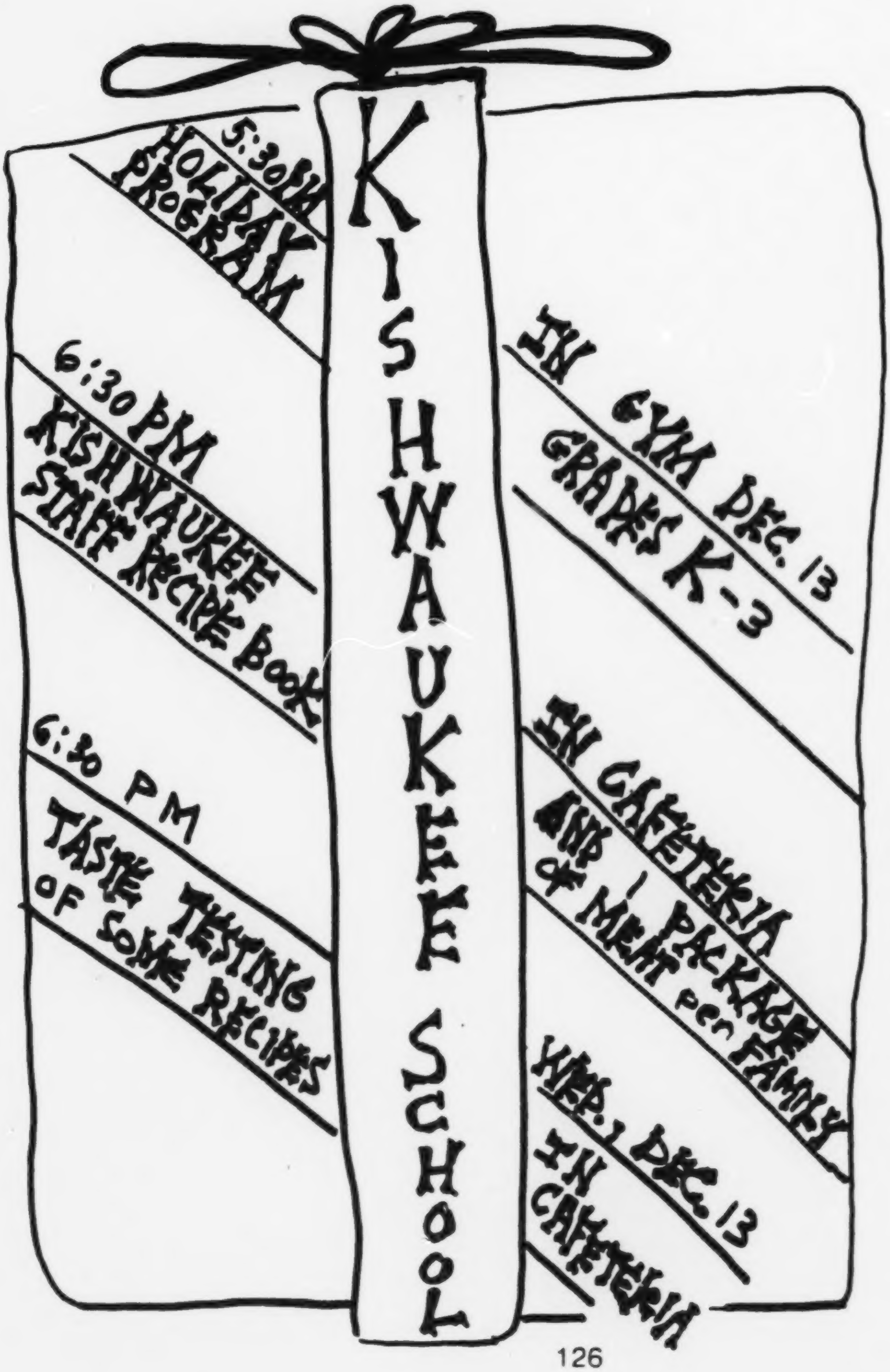
APPENDIX BB

COOKBOOK



KISHWAUKEE SCHOOL

5:30 PM
HOLIDAY PROGRAM

IN GYM DEC. 13
GRADES K-3

6:30 PM
KISHWAUKEE
STAFF RECIPE BOOK

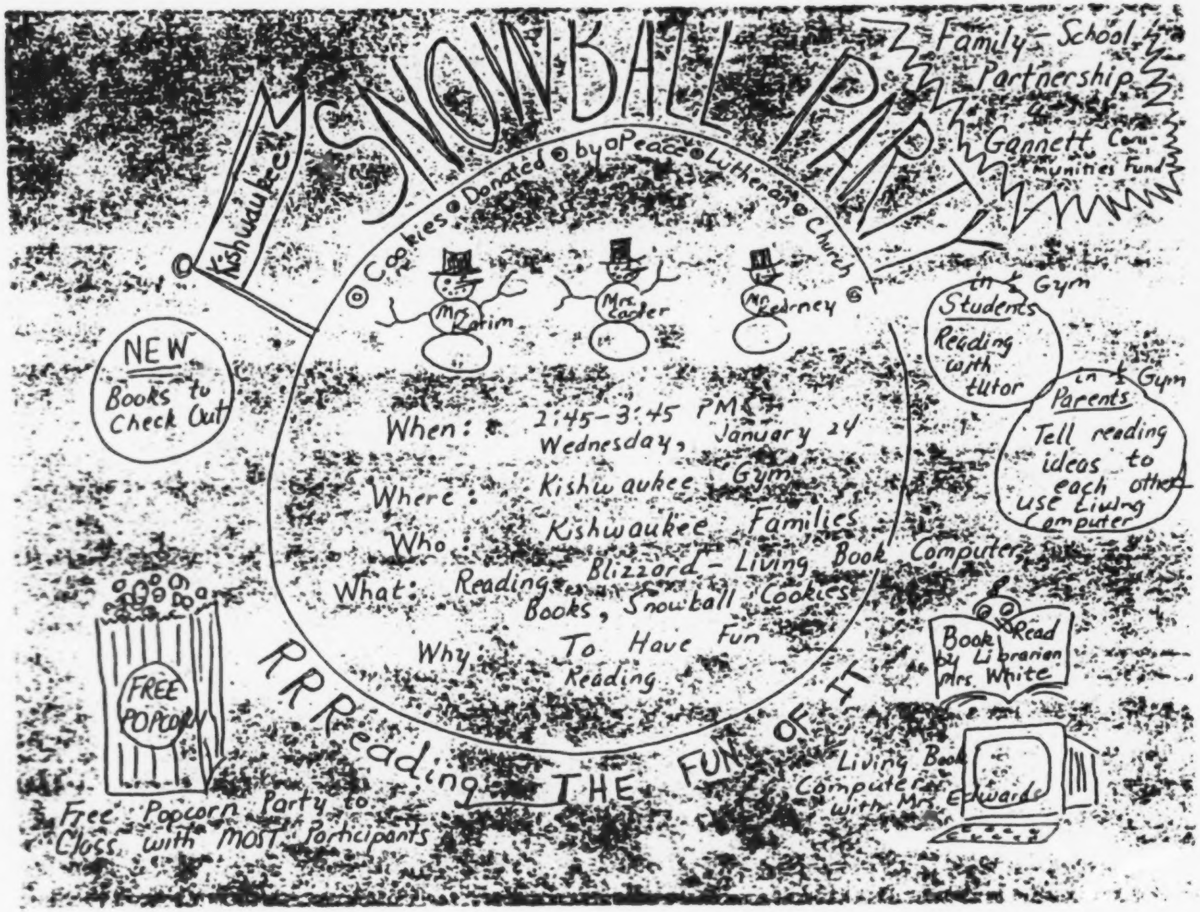
IN CAFETERIA
AND 1 PACKAGE
OF MEAT per FAMILY

6:30 PM
TASTE TESTING
OF SOME RECIPES

WED., DEC. 13
IN
CAFETERIA

APPENDIX CC

INVITATION



Kishwaukee

SNOWBALL PARTY

Family - School Partnership

Gannett Communities Fund

Cookies Donated by Peace Lutheran Church

When: 2:45-3:45 PM
Wednesday, January 24

Where: Kishwaukee Gym

Who: Kishwaukee Families

What: Reading Blizzard - Living Book Computer,
Books, Snowball Cookies

Why: To Have Fun Reading

RR Reading THE FUN OF IT

NEW Books to Check Out

in Gym
Students
Reading with tutor

in Gym
Parents
Tell reading ideas to each other
use Living Computer

Book Read by Librarian Mrs. White

Living Book Computer with Mr. Edwards

FREE POPCORN

Free Popcorn Party to Class with most Participants

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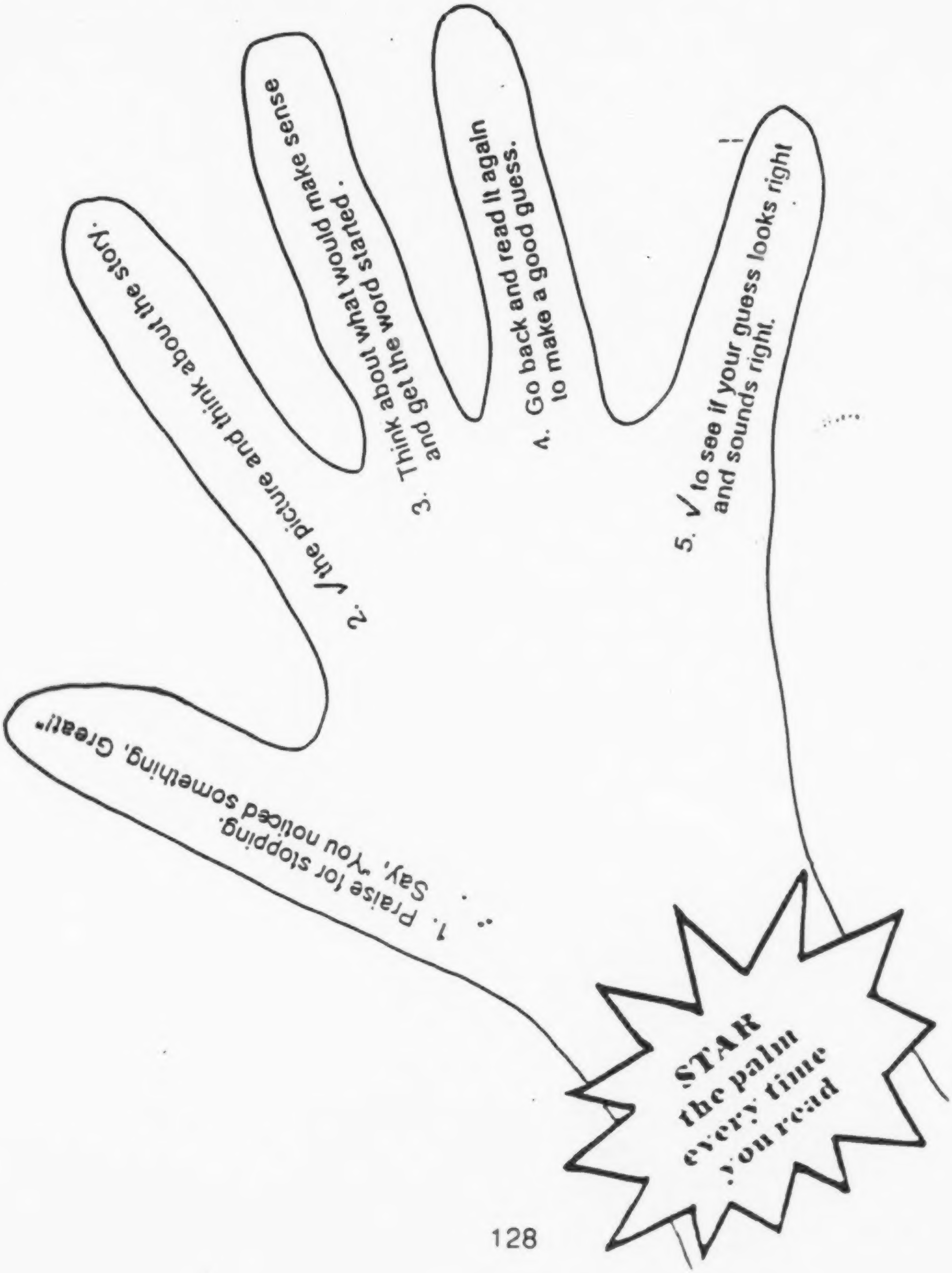
APPENDIX DD

INVITATION

What To Do BEFORE Giving The Word



1. Praise for stopping. Say, "You noticed something, Great!"

2. ✓ the picture and think about the story.

3. Think about what would make sense and get the word started.

4. Go back and read it again to make a good guess.

5. ✓ to see if your guess looks right and sounds right.

STAR the palm every time you read

APPENDIX EE

EIGHT WEEK ASSESSMENT

READING ROOTS ASSESSMENT STORY RECORD FORM

Student's Name ______________________ Teacher / Grade ______________________

School ______________________ Date ______________ Tester ______________

STORY 1 (Lessons 1 through 5)

Teacher: This story is about a boy and his dog. You have been (or will be) reading about them. Read the story and see what it says.

Matt sat.
Sad Sam sat.
Sad Sam is a dog.
Sad Sam likes Matt.
Dad likes Sad Sam.
Sad Sam is happy.

___1. Who is Sad Sam? (a dog) ______________
___2. Who are Sad Sam's friends? (Matt/Dad, one answer is O.K.) ______________

Go on if student has less than five word errors and no more than one comprehension error.

STORY 2 (Lessons 6 through 10)

Teacher: Sometimes the characters in our stories make a big mess. Read this story to find out what happens.

Miss Sid sits in the tree.
Miss Sid is on the top.
Miss Sid sees Pit-Pat.
Pit-Pat sits on a pad.
Miss Sid sees Don.
Don sees the paint pot.
Miss Sid flies.
Miss Sid tips the paint pot!
Matt gets the mop.

___1. Where does Miss Sid sit? (a tree) ______________
___2. What is Don carrying? (a paint pot) ______________
___3. What happens to the paint pot? (Miss Sid tips it over.) ______________

Go on if student has less than seven word errors and no more than one comprehension error.

STORY 3 (Lessons 11 through 15)

Teacher: Someone else makes a mess in this story! Read to find out what happens.

Ann and Don sit in the sand at the pond.
Ann and Don can hear a frog singing.
Don is patting Sad Sam.
Sad Sam likes to dig in the mud.
Don says, "NO, Sad Sam. You must sit."
Sad Sam did not sit.
Sad Sam dug in the mud.

___1. Where are Don and Ann sitting? (on the sand/ at the pond) ______________
___2. What did Don tell Sad Sam? ("Sit."/"Do NOT dig.") ______________
___3. What does Sad Sam do? (Digs in the mud) ______________

Go on if student has less than seven word errors and no more than one comprehension error.

STORY 4 (Lessons 16 through 20)

Teacher: The sun is shining in Lana's bedroom window. She is just waking up. Fang has been running around outside. Lana's mom just let him in. He can't wait to say good morning to Lana. What do you think happens?

Lana is snug in her bed.
Fang skids into the bed fast.
He bumps Lana.
He falls in her lap.
He steps on her leg.
He licks her neck.
Lana is mad.
The bed is bent!
Lana says, "Mom, get Fang!
He landed on the bed.
He is a pest!"

___1. What does Fang do? (bumps into Lana's bed/ falls on Lana/licks Lana) ______________
___2. How does Lana feel? (mad) ______________
___3. What does Lana do? (calls her Mom) ______________

Go on if student has less than seven word errors and no more than one comprehension error.

READING ROOTS ASSESSMENT STORY RECORD FORM

STORY 5 (Lessons 21-25)
Teacher: Bob didn't want to be late to school today. Miss Stanton's class was getting a brand new fish tank. Let's read to find out what Bob and his friend Megan did to help with the new fish tank.

Bob and Megan rushed to class.
The kids peeked into a big glass tank.
Miss Stanton said, "The tank needs fish."
Bob held up his hand.
Megan held up her hand.
Bob and Megan asked, "Can we help?
A fish shop is near the school."
Miss Stanton nodded.
Bob and Megan rushed to the shop.
The kids got a red fish, a pink fish, and ten shells.
"We have all we need," said Bob.

___1. Why do Megan and Bob rush to class? (They want to see the new fish tank./They don't want to be late.) ____________

___2. Why do Megan and Bob go to the fish shop? (The new fish tank has no fish./They want to help.) ____________

___3. What do Megan and Bob get at the fish shop? (They get a red fish, a pink fish, and ten shells.) ____________

Go on if student has less than seven word errors and no more than one comprehension error.

STORY 6: (Lessons 26-31)
Teacher: Have you ever raked leaves into a big pile, then jumped right in the middle? Let's read a story about a little girl called Fran who visits her friend Vick one crisp cool morning in October when the ground is all covered with leaves.

Fran visited Vick.
She said, "Let's rake the leaves into piles! I like to jump into piles of soft leaves!"
Vick grinned. "Yes! That is fun!" he said. "And we can help my dad if we clean up the leaves."
Vick led Fran to the shed. They got rakes and ran back to the trees.
For a long time, they raked the leaves.
At last, Vick and Fran were finished! They ran and jumped.
The leaves were a mess.
The kids had a fun time! Then they cleaned up the mess.
Vick's dad came out and said, "You helped a lot!"

___1. Why did the children rake the leaves into piles? (They wanted to jump into the piles of leaves.) ____________

___2. How did the children help Vick's dad? (They raked the leaves.) ____________

___3. Why was Vick's dad glad? (The children had cleaned up the mess.) ____________

Go on if student has less than seven word errors and no more than one comprehension error.

STORY 7 (Lessons 32-37)
Teacher: Have you ever flown a kite before? Here is a story about some children who try to fly a kite on a windy afternoon in March.

Jim and Jack went past Deena's home. They held a big kite. It flapped in the wind.
"Let's get Deena to help us," said Jim.
Jack stopped and yelled, "Deena, help us fly this kite! It will be fun and the wind is so strong."
Deena opened her door and said, "Yes! Kites are so much fun. I hope Mom will let me."
She raced back inside to ask her mom. In a moment, Deena was back.
"Mom said yes, I can play with you," she yelled. "Let's go!"
The children raced to an open space of grass.
Jim let go of the kite while Jack held the string.
Deena helped Jack as the wind chased the kite up.
The children watched the kite dance on the wind.

___1. Why did the twins need help flying their kite? (The wind was so strong.) ____________

___2. Where did the children fly the kite? (They flew the kite on an open space of grass.) ____________

___3. What did the wind do to the kite? (It chased the kite./It made the kite dance.) ____________

Go on if student has less than seven word errors and no more than one comprehension error.

READING ROOTS ASSESSMENT STORY RECORD FORM

Page 3

STORY 8 (Lessons 38-42)

Teacher: Have you ever had a picnic before? Here is a story about Erik, the little Swedish boy. His mother is taking him for a picnic lunch in the forest behind his grandmother's house.

Erik and his mom went down a path in the forest. Erik had a quilt. His mom had a picnic basket. It was noon.

When they saw a clearing in the trees, Erik's mom said, "This would be a good spot for a picnic."

Erik helped his mom lay down the quilt. But he could not open the picnic basket. It was shut tight! Then, Erik's mom tried with all her might. It popped open!

Food fell all over the quilt. Erik and his mom crawled on it to pick up the food.

Just then, they saw a moose in the trees. He saw the food on the quilt! The moose was quick. He went to the quilt and ate all the food. He cleaned it up! Then he went back into the trees.

Erik said, "We need to get another picnic!"

His mom said, "This time, let's have our picnic on the lawn!"

___1. Why did Erik and his mother have a hard time opening the picnic basket? (It was shut tight.) ______________________

___2. Who ate the picnic? (The moose ate it.) ______________________

___3. Why did Erik's mom want to have a picnic on the lawn instead of in the forest? (Answers may vary. Accept any that are supported.) ______________________

Go on if student has less than seven word errors and no more than one comprehension error.

STORY 9 (Lessons 43-48)

Teacher: Tony lives in Baltimore. Let's read a letter which Tony has written to his pen pal, Shala. She lives in Washington state.

Tony wrote a letter to his pen pal. This is what he wrote:

Dear Shala,

Have you ever seen a farm? This summer, I visited one. I saw a fox run across the barn yard. The farmer said the fox was after his hens! The farmer's dog tried to catch the fox. But the fox was quick. He zipped back into the woods.

Then I visited the chicks that had just hatched. They were chirping and hopping. They were so cute!

Next, I looked at a mule pulling a cart. The cart was loaded with hay. This hay was for the farmer's ox. The ox was glad to see the hay. He tapped a hoof on the barn floor.

I think I would like to be a farmer when I grow up. I like taking care of hens and chicks. Maybe I could run a zoo! What would you like to do when you grow up?

Your pal,
Tony

___1. Why was the fox in the barn yard? (It was after the hens and chicks.) ______________________

___2. How old were the chicks? (They were very young./They were just born.) ______________________

___3. Why does Tony want to be a farmer? (Answers may vary. Accept any that are supported.) ______________________

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READING ROOTS ASSESSMENT
READING WORD RECORD FORM

List 1 Lessons 1-5	+	-
Dad		
Sam		
Matt		
sad		
likes		
sat		
is		
and		
it		
was		
Total		

List 2 Lessons 6-10	+	-
pat		
mop		
tips		
in		
pot		
pad		
Miss Sid		
Don		
sees		
the		
Total		

List 3 Lessons 11-15	+	-
can		
mud		
pond		
kiss		
ant		
sitting		
tug		
sock		
says		
he		
Total		

List 4 Lessons 16-20	+	-
stop		
fast		
best		
log		
bed		
fun		
send		
fill		
luck		
skip		
Total		

List 5 Lessons 21-25	+	-
class		
slip		
hill		
hummed		
ship		
rushed		
rang		
rested		
seeds		
leash		
Total		

LIST 6 Lessons 26-31	+	-
grin		
scream		
jump		
soft		
help		
jam		
van		
tried		
cupcake		
dive		
Total		

LIST 7 Lessons 32-37	+	-
tiptoe		
robe		
yell		
mice		
chase		
day		
when		
trace		
pail		
wind		
Total		

LIST 8 Lessons 38-42	+	-
draw		
path		
those		
queen		
quick		
fight		
could		
room		
would		
bright		
Total		

List 9 Lessons 43-48	+	-
haze		
coast		
glow		
sixteen		
cook		
chirp		
dark		
box		
blue		
cute		
Total		

2/7/95

APPENDIX FF

WRITING SAMPLES

a frmr ITST sHd

12-4

I will PwL my
twf Out.
I will PwL It Out
will a KLax.

1-25

I think that Peter
Rabbit is gowg to git
caught by the frmr in
He is gowg to Los
HiS Klose is HiS Shos
in He is gowg to
git them bak.

3-5

APPENDIX GG

JOHN'S INFORMAL READING INVENTORY

Student Copy is on page 147.

Background Low ⊢———+———⊣ High

A Spider Friend

A spider sat down by a little boy. He was afraid of it. He should not have been scared. The spider would not hurt him. Most spiders are friendly. If you think a spider is an insect, you are wrong. Spiders belong to a group of animals that have eight legs. In the fall the mother spider lays about 500 eggs. Only the strong baby spiders live. When spring comes they leave their nest. They eat flies, bugs, and ants. They also eat insects that harm our crops. You should be able to find a spider web where you live.

Oral Rereading: Find and read out loud the sentence that tells what baby spiders do in the spring?

B 8224 (Grade 2) Activating Background: Read the title to yourself; then tell me what you think the passage will be about.

T 1. ___ What is this story about?
(spiders)

F 2. ___ What did the spider do first in this story?
(sat by a little boy)

F 3. ___ How many legs does a spider have?
(eight)

F 4. ___ When do mother spiders lay their eggs?
(fall)

F 5. ___ How many eggs does a mother spider lay?
(500)

F 6. ___ What do spiders eat?
(flies, bugs, insects, and ants [any two])

I 7. ___ How do most spiders probably catch their food?
(any logical response; in their webs)

I 8. ___ What happens to weak baby spiders?
(any logical response; they die)

E 9. ___ Why do you think some people are afraid of spiders?
(any logical response)

V 10. ___ What is a "web"?
(any logical response)

Total Miscues ☐ Significant Miscues ☐ Questions Missed ☐

Word Recognition Scoring Guide

Total Miscues	Level	Significant Miscues
0-1	Independent	0-1
2-4	Ind./Inst.	2
5	Instructional	3
6-9	Inst./Frust.	4
10+	Frustration	5+

Retelling

Excellent
Satisfactory
Unsatisfactory

WPM
)6000

Comprehension Scoring Guide

Questions Missed	Level
0-1	Independent
1½-2	Ind./Inst.
2½	Instructional
3-4½	Inst./Frust.
5+	Frustration

APPENDIX GG CONTINUED

Form B • Graded Word Lists • Performance Booklet • Student Copy is on page 142.

List B 1417 (Grade 1)	**Sight**	**Analysis**	**List B 8224** (Grade 2)	**Sight**	**Analysis**
1. little*			1. feel		
2. next*			2. drink		
3. reads			3. wave		
4. my*			4. gray		
5. make*			5. start*		
6. old*			6. horn		
7. mother			7. across*		
8. bed			8. warm*		
9. grow*			9. bad		
10. laugh			10. even*		
11. near*			11. feed		
12. before*			12. always*		
13. lamb			13. round*		
14. ride			14. country		
15. store			15. enough*		
16. high*			16. able		
17. began*			17. should*		
18. made*			18. bottom		
19. cry			19. crawl		
20. her*			20. machine		
*denotes basic sight word from Revised Dolch List			*denotes basic sight word from Revised Dolch List		
Number Correct			Number Correct		
Total			Total		

Scoring Guide for Graded Word Lists

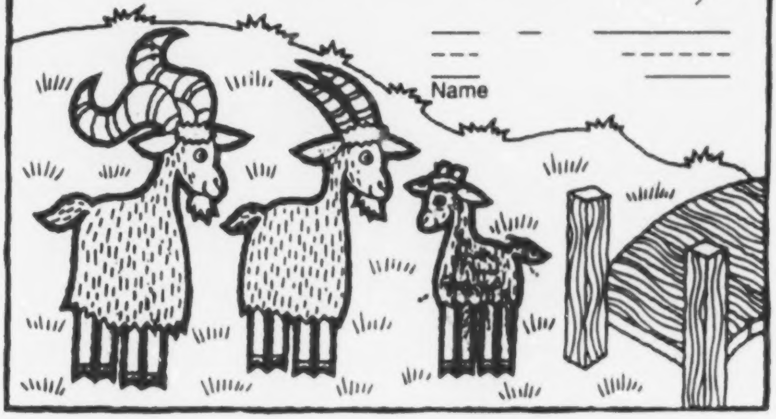
Independent	Instructional	Frustration
20 19	18 17 16 15 14	13 or less

APPENDIX HH

BILLY GOATS

After the troll was thrown off the bridge by the big Billy Goat Gruff, he was never seen again. I think the troll Moved to a new house

If the troll could tell what lesson he learned from the Three Billy Goats Gruff, I think he would say this: Be nice And lect anyone Cros the bridge.



Name

APPENDIX II

WRITING SAMPLES

1-9
W[illegible] y[illegible] to[illegible] it [illegible]
s[illegible] and [illegible] we [illegible].
r[illegible] and w[illegible]
and [illegible] animal t[illegible]
w[illegible] and animal t[illegible]
was fun to read.

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1-29-96

name

I go to [illegible] today and
I make a snowman
and it was fun and
outside me and Tameka
and nina are friend
now and They are
nice to me to and
we are best friend
now and we are
my best friend to
and you are vary
nice to me.

and i m am lyly
friend now and
she is nice to me
now and I am
lyly best friend
now and nana
is my best friend
to and you are
nana best friend
to and want be
cindy best friend
and you are vary
nice to me

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2-21-96

I go to Muesewm and I see
Dinosaurs bone and sam pepole
bone I go With my glas Room
Lasyear I in fors gras
I go With Mr. Mesiy and
Mr. Mesiy took us to The
fish plas Linfish and I saw

The Big fish Look Like
The Shark electrikeel fish
and I saw The Water
is Like 100 feet The Water

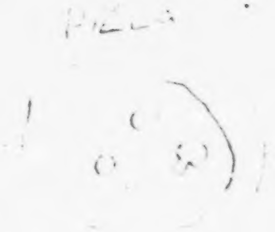
is Wiwle Lon and Thay

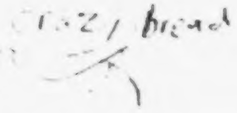
Put Big fish Own Over.

11-96

on [illegible] annes birthday
and we went to chucky cheeses and it was
fun and we ate pizza and crazy bread and it
was good but I dident eat it all my cousin
is five now and she is gona go to
kinder garden at washington school and my
cousine [illegible] still a baby. And my
cousine Andrew is in second grad in
King school he is smarter then my
brother in [illegible] grade.

present
Bag





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Book

12 1

Tyrannosaurus rex he is
meat eater he eats other
dynosaurs and
triceratops he eats plant
Brontosaurus eats plants
and some dynosaurs
eat meat and some
Jurasusaurus eat plants

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I Play fieel with mi Bruthr
and mi an He like it
Mi Sustr like too PLay
With He to Mi dad too
PLay back ball With me
Mi mom Likes to PLay with
mi Sustr
mi cusin Likes too pLay
Crarde with me
and I Like too Go ovre mi
Gepemoms Hose
I Like Going ovre
ucos HOSE I
Like to Go ovre mi Fege HOSE
and I Like Going ovre micuse Hose
the and

3-13-96

The [illegible] Bu[illegible] d Y ther
Wet [illegible] their [illegible]
and [illegible] lived in a
ca[illegible] had [illegible]
P[illegible]
ho[illegible] in the [illegible] T[illegible]
cold [illegible]
no[illegible]
a [illegible] Wh[illegible] Bu[illegible]
laf [illegible] gill co[illegible]
hore [illegible] hag[illegible] W[illegible]
th [illegible] c[illegible] d tas [illegible]
quic [illegible] t [illegible]
fo [illegible] is ca[illegible]
and h[illegible] I m[illegible]
ho[illegible]

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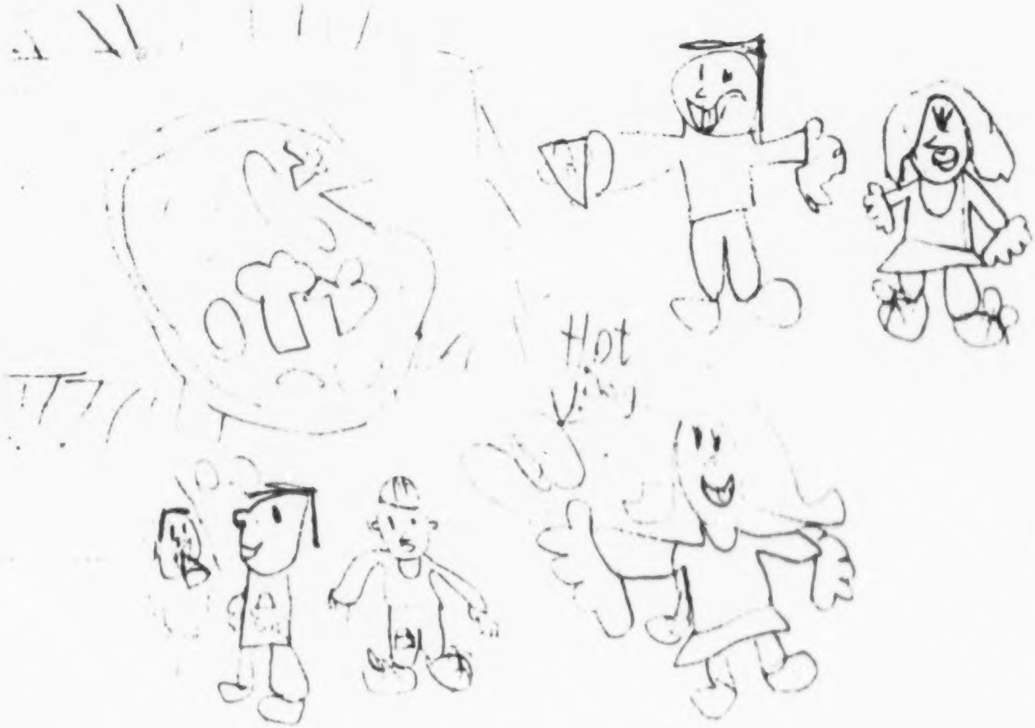
Date 3 14

I like pizza it's very good. sometimes we get pizza in lunch and sometimes we get pizza partty. I like pizza hot.



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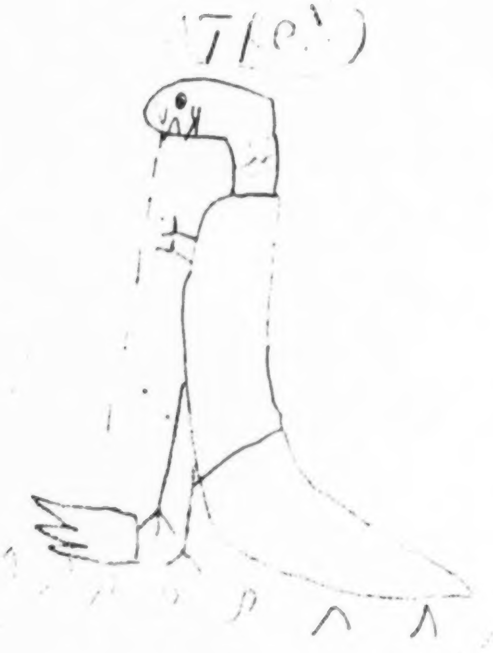
3-21-96

I do [illegible] Di[illegible]s do you
[illegible] saw a liveing
Di[illegible] I do but we saw
Di[illegible] but I'm glad
I d[illegible] live[illegible]
[illegible] bec[illegible] Dinasa[illegible]
T[illegible] meet
and we [illegible]
[illegible] good bi.



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APPENDIX JJ

READING CONTINUUM CHECKLIST

Reading Continuum Checklist

Preconventional

			Holds book, correctly turns pages
			Chooses books and has favorites
			Shows start/end of book
			Listens and responds to literature
			Knows some letter names
			Interested in environmental print

Emergent

			Pretends to read
			Uses illustrations to tell story
			Participates in reading of familiar books
			Knows some letter sounds
			Recognizes names/words in context
			Memorizes pattern books and familiar books
			Rhymes and plays with words

Developing

			Sees self as reader
			Reads books with word patterns
			Knows most letter sounds
			Retells main idea of text
			Recognizes simple words
			Relies on print and illustrations

APPENDIX JJ CONTINUED

Reporting Student Growth 251

Beginning

			Reads early-reader books
			Relies on print more than illustrations
			Uses sentence structure clues
			Uses meaning clues
			Uses phonetic clues
			Retells beginning, middle, and end
			Recognizes names/words by sight
			Begins to read silently
			Understands basic punctuation

Expanding

			Reads beginning chapter books
			Reads and finishes a variety of materials with frequent guidance
			Uses reading strategies appropriately
			Retells plot, characters, and events
			Recognizes different types of books
			Makes connections between reading, writing, and experiences
			Silent reads for short periods

Bridging

			Reads medium level chapter books
			Reads and finishes a variety of materials with guidance
			Reads and understands most new words
			Uses reference materials to locate information with guidance
			Increases knowledge of literary elements and genres
			Silent reads for extended periods

APPENDIX KK

FERROLLI'S SPELLING TEST

Developmental Spelling Test

Words and Directions

Directions: Administer this test with a traditional spelling test procedure.

Say the word
Use it in a sentence
Repeat the word

For children who are unaccustomed to taking a traditional spelling test, you might wish to do a simple practice test of two or three words. If so, simple short A words work especially well for this kind of practice. Simply say the word and tell children such things as:

Say the word ... Listen for the sounds
... Think about what you know about letters and sounds
(... or "think about what you know about ABC's")
... Write down the letters you think are in the word.

Words

1	BACK	... ________ is in the back of the room.	BACK
2	SKIN	... Skin covers our hands.	SKIN
3	MAIL	... I got a letter in the mail.	MAIL
4	DRESS	... We dress for school in the morning.	DRESS
5	LAKE	... I like to see the boats out on the lake.	LAKE
6	CLEAN	... Make sure your hands are clean.	CLEAN
7	LIGHT	... Turn on the light, please.	LIGHT
8	DRAGON	... The scary dragon breathed fire.	DRAGON
9	STICK	... We use glue to make things stick together.	STICK
10	WIDE	... The truck's tire are big and wide.	WIDE
11	BLEED	... A cut will make you bleed.	BLEED
12	PRESS	... Don't press too hard on your pencil.	PRESS

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APPENDIX LL

BEHAVIOR REFERRAL

JEAN MCNAIR MIDDLE SCHOOL
SIXTH GRADE DISCIPLINE REPORT

Student: ____________________ Period: ____________________

Room: ____________________ Date: ____________________

Report Filed by ____

Teacher Recommendation. . . . . Number of Demerits

Disrespect or harassment toward fellow students __________
Defiance or disrespect to school personnel __________
Class disturbance __________
Unprepared for class __________
Misuse of candy or gum __________
Running inside school building __________
Tardy __________
Inappropriate behavior __________
Failure to meet routine expectations __________
Other __________

Comments: ____
____
____

________________________ ________________________
Student Signature Teacher Signature

APPENDIX MM

SAMPLE UNIT TESTS

SECRET OF NIMH-FINAL

Thoughtful Outcomes-Students will become effective communicators
Indicators-Write to communicate ideas and feelings
Write to communicate technical information

TRUE OR FALSE
CIRCLE T OR F
1 POINT EACH

1. T or F Mr. Ages broke his leg while trying to drug the cat

2. T or F The toy tinker died from a heart attack

3. T or F There were ten mice electrocuted at the hardware store

4. T or F The cat was sleepy all the time because he was sick

5. T or F Jonathon was killed while trying to escape from NIMH

CIRCLE THE CORRECT ANSWER
2 POINTS EACH

1. The cat's name was: Brutus, Dragon, or Mittens

2. How many groups of rats were being tested at NIMH? 1, 3, or 5

3. The rats and mice escaped from NIMH through the: windows, air ducts, or doors

FILL IN THE BLANK WITH THE CORRECT ANSWER
4 POINTS EACH

1. What did they give the cat that made him so sleepy? ____________________

2. What was Mrs. Frisby's husband's name? ____________________

3. Which one of Mrs. Frisby's children had pneumonia? ____________________

4. What was Mrs. Frisby put in after she was captured? ____________________

SELECT TWO OF THE FOLLOWING TOPICS FOR YOUR ESSAY QUESTIONS.
20 POINTS FOR EACH ESSAY QUESTION
YOUR ESSAY QUESTIONS WILL BE EVALUATED ON THE FOLLOWING:
ACCURACY OF INFORMATION
ORGANIZATION AND ORDER

1. Explain what you have learned about NIMH.

2. Predict what happens to the rats after they leave for Thorn Valley.

3. Choose one character and do a character sketch. You may use a character wheel or a webb to do your character sketch.

4. Illustrate the underground living quarters of the rat's home described in the story. Visualize before you begin. - What do you see?

BONUS

1. Write out the plot points to Secret of Nimh.

2. If you could change the ending of the story, how would it end?

3. Using a Venn Diagram compare and contrast Nicodemus and Brutus.

GRADING SCALE IS LISTED ON THE FRONT BOARD OF THE CLASSROOM

Quetzalcoatl *Retold by Amy Cruse* (Page 576)

SELECTION TEST

Reading Comprehension. Write the letter of the best answer to each question. *(10 points each)*

1. Quetzalcoatl comes to the Toltec people from
   a. the land of the Sunrise.
   b. the continent of Europe.
   c. northern Mexico.
   d. another planet.
   1. ______

2. In appearance, Quetzalcoatl is
   a. a bird with bright feathers.
   b. a feathered serpent.
   c. an old man with a white beard.
   d. a fierce warrior with black hair.
   2. ______

3. Under the rule of Quetzalcoatl, the Toltecs achieve a Golden Age. This is because
   a. Quetzalcoatl gives them everything they want.
   b. everyone works at the useful arts Quetzalcoatl teaches them.
   c. the Toltecs conquer all the neighboring states.
   d. the Toltecs are able to eat and sleep all day.
   3. ______

4. Because the people of the neighboring states envy the Toltecs,
   a. they steal from the Toltecs.
   b. they send students to study at the feet of Quetzalcoatl.
   c. they imitate the peaceful, hardworking ways of the Toltecs.
   d. their god Tezcatlipoca sets out to destroy Quetzalcoatl.
   4. ______

5. Quetzalcoatl becomes an ineffective ruler because Tezcatlipoca
   a. gives him bad advice.
   b. dazes him in a fist fight.
   c. keeps him intoxicated with strong wine.
   d. tells lies about him.
   5. ______

6. While Quetzalcoatl is unable to rule, Tezcatlipoca
   a. heroically saves the Toltecs from an erupting volcano.
   b. brings plagues, disasters, and strife upon the Toltecs.
   c. teaches the neighboring peoples to work like the Toltecs.
   d. becomes a master of the skills Quetzalcoatl used to teach.
   6. ______

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NAME ______________________________

CLASS ________ DATE ________________ SELECTION TEST–CONTINUED

7. When Quetzalcoatl sees that all his work with the Toltecs has come undone, he is so upset that he
- **a.** destroys the gifts he had given to his people.
- **b.** kills all the Toltec people.
- **c.** tells his secrets to the warlike gods of the Toltecs' neighbors.
- **d.** turns the brightly colored birds to gray and brown.

7. ______

8. The people traveling with Quetzalcoatl die along the way because
- **a.** it grows intensely hot.
- **b.** an enchanter bewitches them.
- **c.** Quetzalcoatl deserts them.
- **d.** it grows intensely cold.

8. ______

9. On the last part of his journey, Quetzalcoatl sails on a raft made of
- **a.** strong timbers.
- **b.** tough bamboo reeds.
- **c.** intertwined serpents.
- **d.** a magic cloak.

9. ______

10. When the Spanish conqueror Cortés lands in Mexico, the Mexican people think that
- **a.** Spaniards are funny-looking people.
- **b.** Quetzalcoatl has returned to bring a new Golden Age.
- **c.** the warlike Tezcatlipoca has returned.
- **d.** the Spanish ships are made of serpents.

10. ______

Unit 7 Myths and Folktales

MASTERY TEST 13: *Understanding the Selections*

A. Reading Comprehension. Write the letter of the best answer to each question *(8 points each)*

1. The story "Glooscap Fights the Water Monster" explains
   - **a.** why people do not have webbed feet
   - **b.** how the wrinkled bullfrog came to exist
   - **c.** why spring water is so fresh and clear
   - **d.** how whales grew so large

1. ____

2. The story "How the Whale Got His Throat" explains
   - **a.** how whales grew so large
   - **b.** how human beings are like whales
   - **c.** why baleen whales can eat only small fish
   - **d.** why whales come to the surface from time to time

2. ____

3. In "Nana Miriam," a young woman uses magic to kill a monster that appears in the shape of
   - **a.** a hippopotamus
   - **b.** a rhinoceros
   - **c.** an elephant
   - **d.** a whale

3. ____

4. In "Quetzalcoatl," the evil god Tezcatlipoca uses magic to
   - **a.** make Quetzalcoatl lose his memory
   - **b.** save the Toltecs from natural disasters
   - **c.** bring plagues and hardships upon the Toltecs
   - **d.** bring the Toltecs great riches and power

4. ____

5. In "Ali Baba and the Forty Thieves," the words "Open, Sesame" cause
   - **a.** a peach to open up and reveal a little boy
   - **b.** an iron gate to open on Ogre Island
   - **c.** a pathway to open to the Land of the Sunrise
   - **d.** a door to open into a thieves' cave

5. ____

6. Young men go off on a quest in the stories about
   - **a.** Perseus and Momotaro
   - **b.** Ali Baba and Nana Miriam
   - **c.** Glooscap and he Lion
   - **d.** the Tortoise and the Whale

6. ____

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APPENDIX MM CONTINUED

B. Understanding Myths and Folktales. Write the letter of the best answer to each question. *(8 points each)*

7. In "Perseus," a young man goes after the monster Medusa in order to
   - **a.** save his people from dying of starvation.
   - **b.** save his people from dying of thirst.
   - **c.** save Greek sailors from dying at sea.
   - **d.** save his mother from a king who is pestering her to marry him.

7. ______

8. In "He Lion, Bruh Bear, and Bruh Rabbit," he Lion softens his roaring
   - **a.** because he learns how powerful Man is.
   - **b.** because he decides it is better to be kind than fierce.
   - **c.** because he wants to become more popular.
   - **d.** because he is sorry that he was scaring little animals.

8. ______

9. In "Why Tortoise's Shell Is Not Smooth," Parrot double-crosses Tortoise
   - **a.** because Parrot is jealous of how well Tortoise can speak.
   - **b.** because Tortoise insulted Parrot.
   - **c.** because Tortoise tricked the birds out of a great feast.
   - **d.** because Parrot is a troublemaker.

9. ______

10. Glooscap and Nana Miriam perform heroic deeds because
    - **a.** they want to become known as famous teachers.
    - **b.** they want their people to make up songs about them.
    - **c.** they want to be rewarded'with great riches.
    - **d.** they want to save their people from dying.

10. ______

C. For Composition. Choose *one* of the following topics and write at least a brief paragraph about it. *(20 points)*

1. Gods or animals help the heroes Perseus and Momotaro. These young men are aided because they are good people. Explain how *both* Perseus and Momotaro show qualities of honesty and concern for others. Use examples from their stories.

2. In some folktales, characters are extremely clever. In "Ali Baba and the Forty Thieves," Morgiana saves Ali Baba's life twice. In "How the Whale Got His Throat," the Mariner tricks the whale into taking him home. Choose *either* (a) Morgiana *or* (b) the Mariner, and explain exactly what he or she does that is clever.

3. Myths and folktales often feature **tricksters**. (Some characters in these stories that most readers see as tricksters include Tezcatlipoca, the Mariner, Tortoise, and Parrot.) From the stories in this unit, choose *any two* tricksters. Give examples from the stories to show exactly why you think that these characters are tricksters.

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Unit 7 Myths and Folktales

MASTERY TEST 14: *Applying Literature Skills*

A. Understanding Myths and Folktales. Write the letter of the best answer to each question. *(10 points each)*

1. What is the main difference between a myth and a folktale?
   a. Folktales are true; myths are not true.
   b. Myths are religious; folktales are not religious.
   c. Folktales are always spoken; myths are always written.
   d. Folktales must be about animals; myths cannot be about animals. 1. _____

2. What is a metamorphosis?
   a. a spider's web c. a kind of mythical creature
   b. a change in form d. a teller of tales 2. _____

3. Folktales and myths
   a. are both about magical, supernatural events.
   b. always take place in Greece.
   c. only come from languages nobody speaks anymore.
   d. do not contain any truths about human life. 3. _____

4. Which of the following statements about folktales is false?
   a. Folktales are entertaining stories handed down orally from one generation to the next.
   b. Folktales are used mainly to teach lessons and to entertain people.
   c. Folktales try to explain the relationship between people and the gods and were at one time believed to be true.
   d. Folktales are often about supernatural events and magical transformations. 4. _____

5. Which of the following statements is false?
   a. Myths often explained natural mysteries.
   b. Myths made life seem meaningful.
   c. Myths explained the relationship between gods and humans.
   d. No one ever believed that myths were true. 5. _____

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